



# Non-Fiction Writing Progression - Persuasive

Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts.

<b>Purpose:</b> To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.	<b>Examples of text types:</b> -Writing publicity materials such as tourist brochures based places of interest -Writing letters about topics such as traffic on the high street or deforestations -Creating posters and leaflets about issues such as bullying -Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition -Writing book reviews for other pupils -Applying for a job or a position on the school council	
<b>Audience:</b> - The person or people who the writer wishes to persuade to see their point of view or comply with their wishes.		
<b>Generic Structure:</b> - An opening statement that sums up the viewpoint being presented <i>eg. School uniform is a good idea</i> -Strategically organised information presents and then elaborates on the desired viewpoint <i>eg. Vote for me because I am very experienced. I have been a school councillor three times and I have ...</i> - A closing statement repeats and reinforces the opening <i>statement eg. All the evidence shows that ...</i>	<b>Knowledge for the writer:</b> -Decide on the viewpoint to be presented and carefully select the information that supports it. -Organise the main points to be made in the best order and decide which persuasive information will be added to support each. -Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. -Think about counter arguments the reader might come up with and include evidence to make them seem incorrect or irrelevant. -Try to appear reasonable and use facts rather than emotive comments. -Choose strong, positive words and phrases and avoid sounding negative. -Use short sentences for emphasis. -Persuasive writing can be used within other text types.	
<b>Genre progression</b>	<b>Language and grammatical features</b>	<b>Textual features</b>
<b>EYFS (Orally and in simple sentences)</b>		
-Listen to and talk about selected stories and non-fiction with a clear persuasive message. -Talk about how they respond to certain words, stories or pictures by behaving or wanting to behave in certain ways -Articulate ideas and thoughts in well-formed oral sentences -Orally connect one idea or action to another using a range of connectives -Develop social phrases, such as, 'Please may I have' rather than 'I want.'		
<b>Year 1 (Orally and in simple sentences)</b>		
-Read captions, pictures, posters and adverts which use persuasive techniques. Begin to recognise these techniques and what they are used for -Use games and role play, begin to explore oral persuasion, what it means and how people can be persuaded and different methods which might be effective	-Begin to use some persuasive phrases through role play	
<b>Year 2 build on previous year's learning and...</b>		
-Continue to use role play, games and drama to explore persuasion in a variety of situations -Through guided and class reading, explore a range of simple persuasive texts, e.g. posters, adverts, and begin to recognise what they are doing and how they are doing it -Evaluate simple persuasive techniques -Create simple posters and adverts to persuade others to do, think or buy something	-Imitate the use of simple adjectives to describe things to make them seem attractive -Imitate the use of verbs to add appeal	
<b>Year 3 build on previous year's learning and...</b>		
-Through role play and drama, explore using persuasion in a arrange of scenarios and discuss effectiveness of strategies used <i>e.g. PSHE, and understanding character</i> -Through reading, evaluate a wide range of texts which use simple persuasive features. Discuss and evaluate these -Use features of persuasion orally and begin to use these in writing when appropriate	-Recognise some persuasive phrases and imitate them -Consider the impact of words and phrases for persuasion <i>e.g. adjective and verbs</i> and make choices about when to use them	( <i>See generic structure</i> ) -Use strong positive language and avoid sounding negative. -Decide on the viewpoint to be presented and select the information that supports it

<p>e.g. recommending a favourite book</p>		
<p><b>Year 4 build on previous year's learning and...</b></p>		
<ul style="list-style-type: none"> <li>-Through reading, discuss and analyse a range of persuasive texts to identify key features</li> <li>-Through reading and discussion, distinguish between texts that inform and those that try to persuade</li> <li>-Evaluate simple pieces of persuasive writing for their impact, appeal and honesty, focusing on how the information is presented</li> <li>-Both orally and in writing, begin to assemble and sequence points to plan a persuasive text, using formal language appropriately</li> <li>-Back up points of view with examples</li> <li>-Begin to link points persuasively, selecting style and vocabulary appropriate to task</li> </ul>	<ul style="list-style-type: none"> <li>-Use the <b>simple present</b> tense</li> <li>-Start to use exaggerated language, <b>alliteration</b> and other tactics for grabbing attention</li> <li>-Use logical connectives e.g. <i>Therefore, If... then...</i></li> <li>-<b>Adjectives</b> can be used to create persuasive noun phrases e.g. <i>delicious chocolate...evil hunters...</i></li> <li>-Sometimes refer to generic rather than specific participants e.g. <i>Most people believe... Scientists say...</i></li> <li>-<b>Cohesion</b> can be created, and repetition avoided through the use of nouns and <b>pronouns</b> e.g. <i>Vegetables are good for you. They ...</i></li> </ul>	<ul style="list-style-type: none"> <li>- Use alliteration to help make slogans or phrases more memorable</li> <li>-Adopt a friendly and informal tone and address the reader directly to get them onside</li> <li>-Organise main points in the best order and support each point with evidence</li> <li>- Paragraphs are useful for organising the content into logical sections.</li> </ul>
<p><b>Year 5 build on previous year's learning and...</b></p>		
<ul style="list-style-type: none"> <li>-Read a wide range of persuasive texts from a variety of sources and evaluate how they are laid out and the language choices that have been made</li> <li>-Compare examples of writing which inform and persuade, to consider their effectiveness e.g. <i>bias and deliberate use of ambiguity (stating things that are open to more than one interpretation)</i></li> <li>-From reading, collect and evaluate the use of persuasive devices and their effectiveness</li> <li>-Draft and write persuasive texts for real purposes and evaluate their effectiveness</li> <li>-Understand how persuasive writing can be adapted for different audiences and purposes, e.g. <i>by using more formal language or by combining with other text types</i></li> </ul>	<ul style="list-style-type: none"> <li>-Written in the <b>present</b> tense. This can include other forms such as <b>present perfect</b> e.g. <i>people have said..</i></li> <li>-Develop the use of <b>persuasive devices</b> e.g. <i>'Surely no loving parent would disagree that...'</i> <i>'It must be obvious that...'</i></li> <li>-Use logical <b>conjunctions, adverbials</b> and <b>prepositions</b> e.g. <i>This proves that ... So it's clear ... Therefore ...</i></li> <li>-Effective use of <b>rhetorical questions</b> e.g. <i>Do you want to get left behind in the race to be fashionable?</i></li> <li>-Refer to generic rather than specific participants e.g. <i>Most people believe... Scientists say...</i></li> <li>-<b>Relative clauses</b> can be used to add further information e.g. <i>Hedgehogs, which are mammals...</i></li> <li>-Use <b>adverbials</b> e.g. <i>therefore, however</i> to create cohesion within and across paragraphs.</li> <li>-Indicate <b>degrees of possibility</b> using adverbs e.g. <i>perhaps, surely...</i> Sometimes modal verbs can be used to express degrees of possibility e.g. <i>might, should, will...</i></li> <li>-<b>Brackets, dashes</b> and <b>commas</b> can be used to add extra information inside parenthesis e.g. <i>oxygen (a gas found in air)</i></li> </ul>	<ul style="list-style-type: none"> <li>-Select the appropriate form for the writing</li> <li>-Construct a viewpoint by effective paragraphing where the arguments are presented and ideas have been expanded</li> <li>-Begin to provide persuasive examples as evidence</li> <li>-Plan some elaboration, explanation, evidence and examples for each key point but avoid ending up with a list</li> </ul>
<p><b>Year 6 build on previous year's learning and...</b></p>		
<ul style="list-style-type: none"> <li>-Through reading, build a bank of useful terms and phrases for persuasion</li> <li>-In oral and written texts, choose the appropriate style and form for their purpose and audience</li> <li>-Understand the need to combine text types effectively where appropriate</li> <li>-Recognise how persuasive texts are constructed to be effective through the use of language features</li> <li>-Construct effective persuasive texts.</li> </ul>	<ul style="list-style-type: none"> <li>-Use <b>persuasive language</b> techniques to deliberately influence the reader, including connectives, persuasive language and appropriate generalisation, for persuasion</li> <li>-Limited but effective use of <b>rhetorical questions</b> e.g. <i>Want to be the most relaxed person in town? So what do you have to do to?</i></li> <li>-Use logical <b>conjunctions, adverbials</b> and <b>prepositions</b> e.g. <i>This proves that ... So it's clear ... Therefore ...</i></li> <li>-Use <b>passive voice</b> appropriately, for effect e.g. <i>It can be said...it cannot be overstated...</i></li> <li>- Requires the writer to make <b>formal and informal vocabulary</b> choices by moving from generic statements to specific examples when key points are being presented e.g. <i>The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.</i> Sometimes the <b>second person</b> is useful for appealing to the reader e.g. <i>this is just what you've been looking for.</i></li> <li>-Use of the <b>semi-colon, colon</b> and <b>dash</b> to mark the boundary between independent clauses e.g. <i>"Active volcanoes may erupt with some regularity; dormant volcanoes will normally lie silent for hundreds of years."</i></li> <li>-Because persuasive arguments include hypothetical ideas, the <b>subjunctive form</b> can sometimes be used e.g. <i>If people were to stop hunting whales...</i></li> </ul>	<ul style="list-style-type: none"> <li>-Select appropriate form for the writing</li> <li>-Provide persuasive examples and evidence</li> <li>-Pre-empt or answer potential objections</li> <li>-Harness known views, interests and feelings of the audience in order to increase the impact of the persuasion</li> </ul>

