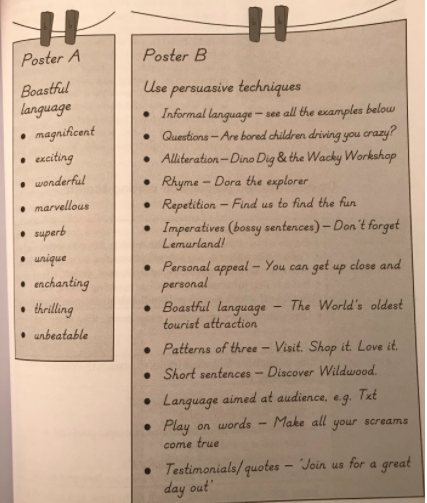
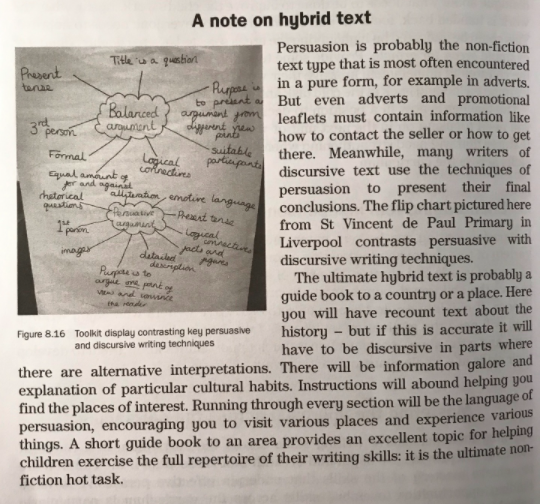
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| To create persuasive writing which convinces the reader to think or act in a particular way, you might want to: | | |
| **Year 1 & Year 2** | **Year 3 & Year 4** | **Year 5 & Year 6** |
| * The structure should comprise:   + A catchy title naming the product or event *e.g. The Red Class Crispy Biscuit*   + An opening sentence or two inviting readers to *e.g. Try the Red Class Crispy biscuit.*   + A series of positive points to recommend the event or product *e.g. You will really like our biscuits because: They are really crispy and delicious…, they are perfect for a quick snack…, they don’t leave any crumbs…, they contain nuts which are good for you…, they are very cheap at 5 pence each…, all the money we collect is for helping sick animals…*   + A conclusion drawn from the points *e.g. you are sure to enjoy these great biscuits, so come to our class and buy some today.* * Focus on a few essential conjunctions to join ideas and structure the argument:   + numerical *firstly, secondly…,* to list points   + conjunctions *and, but, because, as, when* to add information and extend ideas   + if…then…, to persuade *e.g. If you enjoy biscuits, you will really enjoy...* * Bank and use adjectives which enhance persuasive impact: delicious, crispy, fascinating, gripping, unmissable *etc.* * *Use simple comparatives and superlatives: best, fastest, lighter, tastier etc.* * Use the present tense and usually 2nd person/ directive language (*you*) to talk directly to the reader | * Consolidate and extend the text structure introduced in Y1/2 with:   + a title to hook reader and capture the topic clearly *e.g. The Mary Rose – an unmissable experience*   + an introduction which: (a) Invites the reader directly *e.g. Have you ever wondered…?, If you enjoy… don’t miss…, What could be easier than to…?* (b) uses a punchy topic sentence to make clear what is being promoted *e.g. The New Mary Rose exhibition could be just the place to visit this weekend…,*   + a main section setting out the points in favour in a connected sequence: (a) as a list with numbers, numerical conjunctions or bullets. (b) as a connected paragraph, or series of paragraphs.   + Introduce points with a topic sentence *e.g. The sky tower gives you…,* or an invitation *e.g. See things differently from the top of the sky tower…* Add information to tempt and entice *e.g. In the old mill, where they still grind flour…*   + a conclusion to round off *e.g. At the end of your visit why not enjoy…, you can have all this and more for the price of…, Book now. Tickets are available from…,* * Bank and use a variety of persuasive devices:   + use of informal language: *Join us for a great day out…*   + imperative, direct forms of address: *Don’t forget to ride on the train…*   + Repetition: *Find us, find the fun…,*   + boasting and exaggeration: *The highest tower in the south of England…, The Uk’s first…, breathtaking.., stunning…, hair-raising…, fantastic…, fabulous…, incredible…,*   + Short sentences: *Don’t wait…try it now…,*   + Patterns of three: *Make your own T-shirt in 15 minutes: design it, print it, wear it…,* * Use complex sentences to combine and compress information, create emphasis and make the text more interesting for the reader:   + relative clauses *e.g. This walkway, which has the one of the longest….,*   + subordinate clauses: *On the train ride, as you cross the bridge, a red signal will…* * Use a wider range of conjunctions and connecting phrases to:   + Address and invite readers: See the new…, *Have you ever been… etc.*   + add information: *as well as…, additionally…, etc.*   + mark time and sequence: *when, after, as soon as…, etc.*   + change of direction: *but, however, although, etc.* | * When assembling arguments:   + try to support views with reasons or evidence *e.g. …According to the Daily Mail, more than 10,000 homes could face demolition if a proposed third runway is built at Heathrow.*   + offer and refute some counter arguments *e.g. Now some people might object that…,*   + disguise opinions to sound like facts *e.g. In fact…, The truth is…, in what some would call the most important moment in..., It has frequently been claimed that*…   + or (more rationally) make clear that these are your opinions *e.g. I think.., in my opinion*…,   + try to persuade using persuasive devices (see below),   + try to get the reader interested and on your side - appear reasonable.   + Make your reader think that the rest of the world, agrees with you *e.g. Everyone agrees that…, We all know that*…   + Use humour as it can get people on your side. * Express possibility, speculation and conditionality, using modal verbs *may, might, should, could, would* etc. and adverbs *perhaps, surely, possibly;* phrases like *provided that…, so long as… etc.*   Vary sentence structure, length and type e.g.   * complex sentences to combine and compress information: *Although a decision is yet to be taken, there is already evidence showing that a new runway could damage the health of local residents, and might could even prove fatal for babies…* * Short sentences for effect e.g. No-one wants this. * Sentence openers: *interestingly…, from our point of view…, Indeed there could even be…, Passive voice to sound more formal: It could be said that…, Additional disturbance would be created by…* * Conditional and hypothetical (if…then) sentences using the subjunctive *‘were’ If that’s the best they can offer…, If it were to be approved…,*   Examples of persuasive devices |
| **Draw on persuasive devices from Y3/4 plus others e.g.:**   * extreme adjectives and superlatives *e.g. ghastly, appalling, fantastic, the coolest, hideous, fabulous…,* * Exaggeration *e.g. …the biggest single change to our town for fifty years…, …vast numbers of people…, the last place on earth…, great opportunity…,* * emotive language *e.g. No-one would believe that the…, Just imagine the effect that…, … sprawling across the field…,* * language that claims authority disguising opinions to sound like facts *e.g. In fact…, It is said that…, there can be no doubt that…,* * Rhetorical questions *e.g. Should we all be expected to…? Who would believe that…?* * alliteration *e.g. … mean-minded men…, silly and shortsighted…, cheap and cheerful…, funky, friendly and fantastic…, Buy British*… * persuasive language *e.g. Surely…, It wouldn’t be difficult to…, is bound to be…, there can be little doubt…* * Persuasive definitions *e.g. No-one but an idiot would…, Every right-thinking person would…,* * Pandering and condescension: *Naturally it will take time for people to realise…, the ordinary man in the street…,* * similes and metaphors *e.g. … like a desert at night…, like shopping in a factory; …the whole idea is a joke!.... …the hedgerow is a treasure trove for birds, …and more cars would be a nightmare…, but parking bikes in narrow spaces is a piece of cake.* * Sarcasm, used sparingly, *e.g. the government is likely to support that…,* (implying the opposite). | | |

**Typical ingredients of instructions text:**



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| **Audience** | * Someone you are trying to influence |
| **Purpose** | * To promote a particular view or product in order to influence what people think or do |
| **Typical Structure** | * Logical order * A series of points building one viewpoint * Paragraphs with topic sentence in introduction (and in all paragraphs for longer text) * Often includes images to attract attention |
| **Typical Language Features** | * Personal and direct, often informal (friendly) * Emotive sentence signposts * Opinions presented as facts * Use of the imperative * Use of language that sounds good, including slogans * Weasel words (emotive language designed to deceive/give best impression) |
| **Examples** | * Adverts * Newspaper editorials * Promotional leaflets * Pamphlets promoting a particular viewpoint * Persuasive Letters |