

PERSUASIVE TEXTS

"To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things."



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 letters, moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts.

Generic Structure

- An opening statement (thesis) that sums up the viewpoint being presented. (Southwark is the best borough in Greater London. School uniform is a good idea.)
- Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...)
- A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.)

Language Features

- Written in simple present tense. May include present perfect verb form eg. Residents have been affected for many weeks.
- Often refers to generic rather than specific participants. (Vegetables are good for you. They ...)
- Uses reinforcing and opposing adverbs rather than sequencing adverbs to link ideas between sentences and paragraphs. (This proves that ... As a result of ... Therefore ...)
- Tends to move from general to specific when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.)
- Use of rhetorical questions. (Do you want to get left behind in the race to be fashionable? Want to be the most relaxed person in town? So what do you have to do?)
- Text is often combined with other media to emotively enhance an aspect of the argument, e.g. a photo of a sunny, secluded beach, the sound of birds in a forest glade or a picture of a cute puppy.

Suggested Contexts

- KS1: points of view, posters, letters
- LKS2: points of view, letters, tv & radio adverts
- UKS2: editorials, formal & informal letters, magazine articles, debate

WORD

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Use of the prefix un- to change the meaning of verbs and adverbs	Formation of adjectives using suffixes (-ful, -less)	Use of 'a' or 'an' according to whether the next word starts with a vowel	Standard forms of English verb inflections (we were rather than we was, I did rather than I done)	Converting nouns or adjectives into verbs using suffixes (-ate, -ify, -ise)	Difference between formal and informal vocabulary and structures
First & second person	Use of -er and -est in adjectives		Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners	Verb prefixes (dis-, de-, mis-, over-, re-)	
	First, second & third person				

SENTENCE

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Introduce commands as sentence type	Functions of sentence types: statement, command, exclamation or question (rhetorical) e.g. inclusion of an opening statement that presents the persuasive point of view,	Formation of subordinate clauses using subordinating conjunctions	Use of a wider range of subordinating conjunctions	Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun,	Use of the passive to affect the presentation of information in a sentence e.g.
Oral rehearsal of sentence structure	Expanded noun phrases to describe and specify	Use of prepositions (during, in, because of, before, after), adverbs (next, soon, therefore) and conjunctions (when, while, after, because, soon, while) to express time and cause	use connecting adverbs to link persuasive points together and provide further justification, for example, I think that we should be allowed to keep the dragon as a pet because... Furthermore... Additionally....	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 hand-stitched by expert weavers from India, glows with rainbow colours.	- 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'
Joining words and joining clauses using 'and' and 'because'	Power of 3 adjectives	Use of subordinating conjunctions as adverbials to express time and cause	use adverbs which show cause and effect rather than adverbs of time /conjunctions to offer		- consider how the alternative version (in the active voice)
	Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because) e.g. extend reasoning using subordination,	Use of preposition phrases as adverbials to			

	for example, Vote for me because...	express time, cause or place	<p>justification of a point of view, for example,</p> <ul style="list-style-type: none"> - You should buy this product so that you are the envy of all your friends - The trainer is brightly coloured, therefore you will be seen in the dark. <p>Use of preposition phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency.</p> <p>Noun phrases further expanded by adding adjectives and prepositions to modify the noun e.g. explore the use of expanded noun phrases in advertising,</p> <ul style="list-style-type: none"> - the beach with its mile long stretch of golden white sand... - rich, velvety chocolate harvested from the heart of the Amazonian rainforest... 	<p>Experiment with removing relative clauses from example texts and consider the effect</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] e.g.</p> <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) <p>Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency.</p>	<p>might not be so effective in harnessing the support of the audience, for example, 'we (or 'you') must stop the invaders'</p> <p>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...</p>
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TEXT

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> Sequencing sentences to form short passages 	<ul style="list-style-type: none"> Correct choice and use of present tense Use of progressive forms in present and past tense Imperative verbs 	<p>Introduction of paragraphs as a way to group related information</p> <ul style="list-style-type: none"> generate several reasons for a point of view group related persuasive points together <p>Use of present perfect instead of simple past (Residents have complained over several weeks or Doctors have discovered how damaging it can be.)</p>	<p>Use of paragraphs to organise ideas around a theme, .e.g. Consider organising paragraphs around persuasive points, and counter-arguments e.g. analyse how a particular view can most convincingly be presented,</p> <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... <p>Appropriate choice of pronoun (person or possessive) or noun, within and across</p>	<p>Devices to build cohesion within a paragraph (then, after, that, this, firstly)</p> <p>Use of adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs</p> <p>Use of reinforcing and opposing connecting adverbs to link ideas between sentences and across paragraphs</p> <p>Precise tense choice to link ideas (e.g. he had seen her before – past perfect)</p> <p>Use of correlating conjunctions (e.g. not only... but also...)</p>	<p>Use of a wider range of cohesive devices to link ideas across paragraphs</p> <ul style="list-style-type: none"> repetition of a word or phrase use of a wider range of adverbials ellipsis <p>Apply persuasive skills in a range of contexts/ structures</p> <p>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</p>

			sentences to aid cohesion and avoid repetition		
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PUNCTUATION					
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Separating words with spaces</p> <p>Use of capital letters and full stops to demarcate sentences</p> <p>Introduction to question marks and exclamation marks to demarcate sentences</p> <p>Use of capital letters for names and the personal pronoun 'I'</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list e.g. list persuasive arguments, for example, I think I should be school councillor because I like speaking in public, I have lots of good ideas and I listen to other people's ideas.</p> <p>Apostrophes for singular possession</p>	<p>Consolidation of all KS1 punctuation</p>	<p>Use of commas after fronted adverbials</p> <p>Apostrophes for plural possession</p>	<p>Brackets, dashes and commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity e.g. 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, for example, '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'.</p>	<p>Use of semi-colon, colon or dash to mark the boundary between independent clauses</p> <p>Use of bullets, colons & semi- colons to punctuate lists</p>

