Non-fiction: Persuasive

Key subject knowledge

- Opening that provides an overview of the argument presented
- Generalises *(many people think…, fruit is…)*
- Give examples to support a point of view
- Ordered deliberately to emphasis/promote a stance
- Conclusion to sum up and reinforce point of view
- Adverbials and conjunctions to link ideas and make connections.
- Use strong/powerful adjectives
- May exaggerate
- Use rhetorical questions
- Could be very subtle
- Counter argue any potential points of view
- Present tense
- Could address the reader
- Might include catchy words and slogans
- May disguise opinion as fact
- Emotive language
- May include images to support or emphasis a point of view

Purpose for writing

- To put forward a point of view to encourage the reader to think in the same way

Ideas for publication

- Newspaper or magazine article
- Leaflet
- Advert
- Letter
- Poster

Consider carefully who your **audience** will be. This will inform how it is written, how much detail is needed and the level of formality

Progression

The table below illustrates progression in the national curriculum and how it **could** be linked to the text type

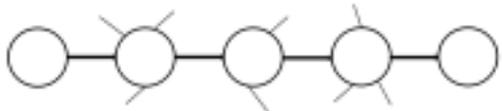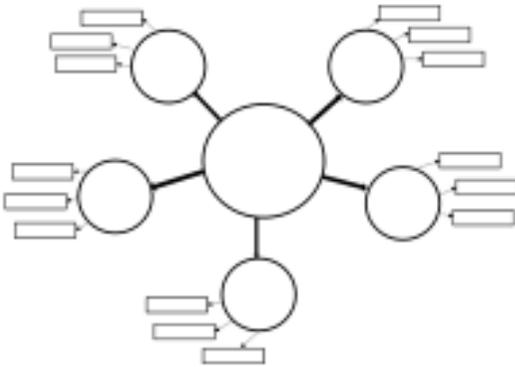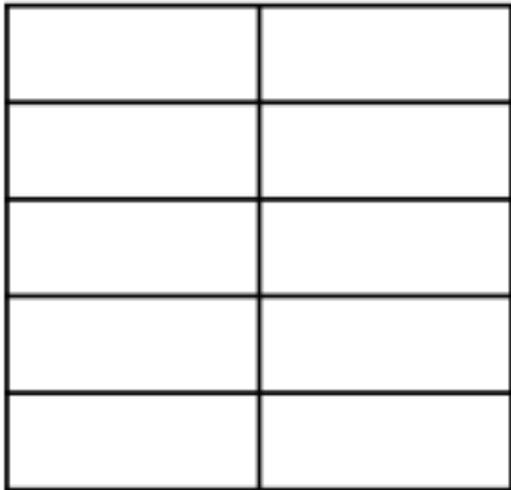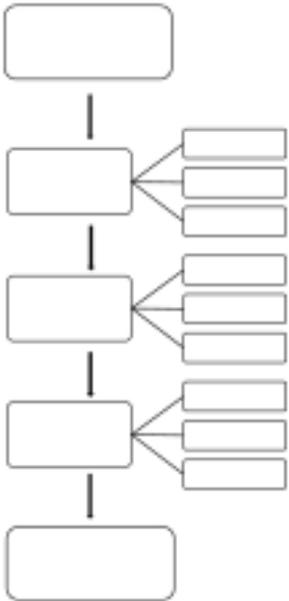|	
Year 1	Participate in discussion about what is read to them, taking turns and listening to what other say Explain clearly their understanding of what is read to them *(note how the text is encouraging them to think, want or do something)* Could say and write a sentence/sentences to encourage other to think, want or do something Discuss their writing with the teacher or other pupils Read their writing out loud Re-read to check for sense Use 'and' to join clauses Punctuate using capital letters and full stops *(other punctuation **could** be used: question marks, exclamation marks)* Use a capital letter for people, places, days of week and person pronoun, 'I' as needed
Year 2	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction Discuss and clarify meanings of words, linking new meanings to known vocabulary *(note how these words may encourage them to think, want or do something)* Making inferences on the basis of what is being said and done *(the author wants you to think, want or do… because…)* Could write narratives about experiences and real events encouraging others to think, want or do something Have a clear purpose for writing *(make the reader, think, want or do something)* Before writing, say and note key ideas and appropriate vocabulary Punctuate using capital letter and full stops *(other punctuation **could** be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession)* Write statements *(other sentence types **could** be used: questions, commands exclamations)* Noun phrases to describe *(and entice the reader)* Conjunctions Adverbs of time to support sequence Evaluate writing for sense, correct verb form Proof-read for spelling, punctuation and grammar Read aloud with appropriate intonation to support meaning

Year 3/4	Read and discuss a range of persuasive texts that are structured in different ways and have different purposes Explore and discuss vocabulary and grammar used and how this may capture the reader's interest/persuade Ask questions to develop understanding Draw inferences Discuss how language, structure and presentation are used to persuade Discuss and record ideas in advance of writing Evaluate own and other's writing by suggesting improvements Suggest changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear	<u>Year 3 (Grammar specific)</u> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Express time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*] Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] <u>Year 4 (Grammar specific)</u> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** [for example, <u>Later that day</u>, I heard the bad news.] Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*] Use of commas after **fronted adverbials**

Year 5/6	Read and discuss a wider range of persuasive texts with different structures and purposes Comment on how effective a persuasive text is, giving reasons for their choices. Compare persuasive texts: This one will appeal more to… because… Draw inferences Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language considering the impact on the reader Distinguish between statements of fact and opinion	<u>Year 5 (Grammar specific)</u> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Use expanded noun phrases to convey complicated information concisely Use the perfect form of verbs to mark relationships of time and cause
	Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own Note initial ideas, drawing on reading and research where necessary Select appropriate grammar and vocabulary, giving attention to enhancing meaning Evaluate how effective their own and others' writing is Propose changes to vocabulary, grammar and punctuation to clarify meaning Ensure consistent and correct use of tense throughout Ensure appropriate register for writing Proof-read for spelling and punctuation errors	<u>Year 6 (Grammar specific)</u> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*] Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. 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] Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis** Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] Use of the colon to introduce a list and use of semi-colons within lists **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*] Use expanded noun phrases to convey complicated information concisely Use the perfect form of verbs to mark relationships of time and cause

Persuasive planning frames