

## Skills Progression of Persuasive Writing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recap:  N/A	Recap:  <ul style="list-style-type: none"> <li>• Present tense</li> <li>• Facts</li> <li>• Logos/pictures &amp; captions</li> </ul>	Recap:  <ul style="list-style-type: none"> <li>• Present Tense</li> <li>• Facts</li> <li>• Logos/pictures &amp; captions</li> <li>• Rhetorical questions</li> <li>• Noun phrases</li> <li>• Powerful verbs &amp; adverbs</li> </ul>	Recap:  <ul style="list-style-type: none"> <li>• Present Tense</li> <li>• Facts</li> <li>• Logos/pictures &amp; captions</li> <li>• Rhetorical questions</li> <li>• Noun phrases</li> <li>• Powerful verbs &amp; adverbs</li> <li>• Headings and subheadings to organise ideas</li> <li>• Exaggerated language</li> <li>• Alliteration</li> <li>• Paragraphs</li> </ul>	Recap:  <ul style="list-style-type: none"> <li>• Present Tense</li> <li>• Logos/pictures &amp; captions</li> <li>• Rhetorical questions</li> <li>• Noun phrases</li> <li>• Powerful verbs &amp; adverbs</li> <li>• Headings and subheadings to organise ideas</li> <li>• Exaggerated language</li> <li>• Alliteration</li> <li>• Paragraphs</li> <li>• Tone</li> <li>• Power of three sentences</li> <li>• Slogans</li> <li>• Puns</li> <li>• Cohesion through use of nouns and pronouns</li> <li>• Adverbials</li> </ul>	Recap:  <ul style="list-style-type: none"> <li>• Logos/pictures &amp; captions</li> <li>• Rhetorical questions</li> <li>• Noun phrases</li> <li>• Powerful verbs &amp; adverbs</li> <li>• Exaggerated language</li> <li>• Power of three sentences</li> <li>• Slogans</li> <li>• Puns</li> <li>• Tone</li> <li>• Cohesion through use of nouns and pronouns</li> <li>• Adverbials</li> <li>• Modals to suggest degrees of possibility</li> <li>• Formal and informal vocabulary choices</li> <li>• Acknowledgement of possible counter arguments within the text with a response</li> <li>• Jargon</li> </ul>
Introduce:  <ul style="list-style-type: none"> <li>• Present Tense</li> <li>• Facts</li> <li>• Logos/pictures &amp; captions</li> </ul>	Introduce:  <ul style="list-style-type: none"> <li>• Rhetorical questions</li> <li>• Noun phrases</li> <li>• Powerful verbs &amp; adverbs</li> </ul>	Introduce:  <ul style="list-style-type: none"> <li>• Headings and subheadings to organise ideas</li> <li>• Exaggerated language</li> <li>• Alliteration</li> <li>• Paragraphs</li> <li>• Tone</li> </ul>	Introduce:  <ul style="list-style-type: none"> <li>• Power of three sentences</li> <li>• Slogans</li> <li>• Puns</li> <li>• Cohesion through use of nouns and pronouns</li> <li>• Adverbials</li> </ul>	Introduce:  <ul style="list-style-type: none"> <li>• Modals to suggest degrees of possibility</li> <li>• Formal and informal vocabulary choices</li> <li>• Acknowledgement of possible counter arguments within the text with a response</li> <li>• Jargon</li> </ul>	Introduce:  <ul style="list-style-type: none"> <li>• The second person</li> <li>• The passive voice</li> <li>• Cohesion within and across paragraphs using a wider range of cohesive devices including adverbials, conjunctions and prepositions</li> <li>• Hyperbole</li> </ul>

### **Purpose of descriptive writing:**

- To convince, motivate, or move readers toward a certain point of view, or opinion.
- To inform the audience about a product.
- To advertise a product so someone will buy it

	Reading		Writing		
	Listen, Discuss, Respond	Understanding	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
Year 1	<ul style="list-style-type: none"> <li>- Listen and discuss and respond to a wide range of persuasive texts</li> <li>- Link to own experiences</li> <li>- Discuss word meanings</li> <li>- Discuss significance of context</li> <li>- Participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Draw on background knowledge and vocabulary provided</li> <li>- Check text makes sense, correcting inaccurate reading</li> <li>- Infer and predict on the basis of what is said and done and has been read so far</li> <li>- Explain understanding</li> </ul>	<p>Write sentences by:</p> <ul style="list-style-type: none"> <li>- saying out loud what they are going to write about</li> <li>- composing a sentence orally before writing it</li> <li>- sequencing sentences to form short narratives</li> <li>- re-reading what they have written to check that it makes sense</li> <li>- Discuss what they have written with the teacher or other pupils.</li> <li>- Write sequences of accurate sentences to form a variety of descriptions based on real or fictional characters &amp; settings.</li> <li>- Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Leaving spaces</li> <li>- Joining words and clauses using 'and'</li> <li>- Capital letters for names of people, places, days of week and the I</li> </ul>	<ul style="list-style-type: none"> <li>• Advertisements</li> <li>• Posters</li> <li>• Book reviews</li> <li>• Leaflets</li> </ul>

From Year 2 onwards (once a child has passed the phonics screening), the Destination Reader scheme is to be followed for reading and the 2-week process is to be followed for writing. Possible links for DR lessons are highlighted in red.

	Reading		Writing		
	Listen, Discuss, Respond	Understanding	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
Year 2	<ul style="list-style-type: none"> <li>- Listen to, discuss and express views about a wide range of persuasive texts</li> <li>- Recognise simple recurring literary language in persuasive texts</li> <li>- Discuss and <b>clarify</b> the meanings of words, linking new meanings to known vocabulary</li> <li>- Discuss their favourite words and phrases</li> <li>- Participate in discussion about descriptions within narratives that are read to them and those that they can read for themselves, <b>taking turns and listening to what others say</b></li> </ul>	<ul style="list-style-type: none"> <li>- Draw on what they already know <b>(making links)</b> or on background information and vocabulary provided by the teacher.</li> <li>- Check that the text makes sense to them as they read and correct inaccurate reading.</li> <li>- <b>Make inferences</b> on the basis of what is being said and done.</li> <li>- <b>Answer and ask questions</b></li> <li>- <b>Explain and discuss</b> their understanding of persuasive texts both those that they listen to and those that they read for themselves.</li> </ul>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- writing exciting and engaging character and setting descriptions</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about</li> <li>- writing down ideas and/or key words, including new vocabulary</li> <li>- encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- sharing/evaluating their writing with the teacher and other pupils</li> <li>- revising to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>- editing to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>- reading aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>- Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive)</li> <li>- Sentences with different forms: statement, question, exclamation, command</li> <li>- Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>- Use the present and past tenses correctly and consistently including the progressive form</li> <li>- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul>	<ul style="list-style-type: none"> <li>• Publicity materials such as tourist brochures based on trips to places of interest</li> <li>• Persuasive letters about topics such as recycling</li> <li>• Posters and leaflets</li> <li>• Book reviews</li> <li>• Advertisements</li> </ul> <p>Suggested Text Layout:</p> <p><b>Introduction</b> An opening statement that sums up the viewpoint being presented.</p> <p><b>Main Body</b> Sentences to persuade the reader to accept the writer's viewpoint or buy their product.</p> <p><b>Conclusion</b> A concluding statement to finish the piece e.g. So now you know the best chocolate bar in town, come and buy one today!</p>

Reading		Writing		Possible Outcomes	
Listen, Discuss, Respond	Understanding	Composition	Vocabulary, Grammar and Punctuation		
Year 3/4	<ul style="list-style-type: none"> <li>- Listen to and discuss a wide range of persuasive texts</li> <li>- Read texts that are structured in different ways with varying techniques for comparison</li> <li>- Discuss words and phrases that capture the reader's interest and imagination               <ul style="list-style-type: none"> <li>- Recognise some different forms of literary techniques</li> </ul> </li> <li>- Participate in discussion about descriptions within texts that are read to them and those they can read for themselves, <b>taking turns and listening</b> to what others say. <b>building on their own and others' ideas</b> and <b>challenging</b> views courteously.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw on what they already know (<b>making links</b>) or on background information and vocabulary provided by the teacher.</li> <li>- Check that the text makes sense to them, discussing their understanding and <b>clarifying</b> the meaning of words in context.</li> <li>- <b>Ask and answer questions</b> to improve their understanding of a text.</li> <li>- <b>Draw inferences</b> and justify inferences with evidence.</li> <li>- Identify main ideas drawn from more than one paragraph and <b>summarise</b> these.</li> <li>- <b>Evaluate</b> how language, structure, and presentation contribute to meaning.</li> </ul>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>- organising paragraphs around a theme</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>- proposing changes to grammar and vocabulary to improve consistency</li> </ul> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> <li>- Use a wider range of conjunctions, including when, if, because, although</li> <li>- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (unless it is repetition for effect)</li> <li>- Conjunctions, adverbs and prepositions to express time and cause</li> <li>- Indicate possession by using the possessive apostrophe with plural nouns</li> <li>- Paragraphs as a way to group related material</li> <li>- Expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Publicity materials such as tourist brochures based on trips to places of interest</li> <li>• Persuasive letters about topics such as traffic outside the school or deforestation</li> <li>• Posters, articles and leaflets about issues promoting healthy living based on science work about teeth and nutrition</li> <li>• Book reviews</li> <li>• Book blurbs</li> <li>• Advertisements</li> </ul> <p>Suggested Text Layout:</p> <p><b><u>Introduction</u></b> An opening paragraph that sums up the viewpoint being presented.</p> <p><b><u>Main Body</u></b> Paragraphs to persuade the reader to accept the writer's viewpoint or buy their product, each with appropriate detail to influence the reader's decision.</p> <p><b><u>Conclusion</u></b> A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis).</p>

	Reading		Writing		
	Listen, Discuss, Respond	Understanding	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
Year 5/6	<ul style="list-style-type: none"> <li>- Continue to read and discuss an increasingly wide range of persuasive texts</li> <li>- Read texts that are structured in different ways and for a range of purposes with varying techniques for comparison</li> <li>- Increase familiarity with a wide range of texts, from our literary heritage, and books from other cultures and traditions</li> <li>- Identify and discuss themes and conventions in and across a wide range of writing</li> <li>- <b>Make comparisons within and across books</b></li> <li>- Participate in discussions about a variety of persuasive texts that are read to them and those they can read for themselves, <b>building on their own and others' ideas</b> and <b>challenging</b> views courteously.</li> </ul>	<ul style="list-style-type: none"> <li>- Check that the text makes sense to them, <b>discussing their understanding</b> and <b>clarifying</b> the meaning of words in context</li> <li>- <b>Ask questions</b> to improve understanding</li> <li>- <b>Summarise</b> the main ideas drawn from more than one paragraph, <b>identifying key details</b> that support the main ideas</li> <li>- Identify and <b>evaluate</b> how language, structure and presentation contribute to meaning</li> <li>- Discuss and <b>evaluate</b> how authors use language, including figurative language, considering the impact on the reader</li> <li>- <b>Explain and discuss</b> their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>- <b>Provide reasoned justifications for views.</b></li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- Proof-read for spelling and punctuation errors</li> </ul> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<ul style="list-style-type: none"> <li>- Use expanded noun phrases to convey complicated information concisely.</li> <li>- Use modal verbs or adverbs to indicate degrees of possibility.</li> <li>- Use accurate layout devices.</li> </ul> <p>Indicate grammatical and other features (as appropriate) by:</p> <ul style="list-style-type: none"> <li>- using commas to clarify meaning or avoid ambiguity in writing</li> <li>- using hyphens to avoid ambiguity</li> <li>- using brackets, dashes or commas to indicate parenthesis</li> <li>- using semi-colons, colons or dashes to mark boundaries between independent clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Publicity materials such as tourist brochures based on real or imaginary places of interest</li> <li>• Persuasive letters</li> <li>• Editorials to newspapers about controversial issues</li> <li>• Political pamphlets</li> <li>• Applications for a job or role within school</li> <li>• Posters and leaflets about issues such as bullying, stranger danger or substance abuse</li> <li>• Planned debates</li> </ul> <p>Suggested Text Layout:</p> <p><b><u>Introduction</u></b> An opening paragraph that sums up the viewpoint being presented.</p> <p><b><u>Main Body</u></b> Paragraphs to persuade the reader to accept the writer's viewpoint or buy their product, each with appropriate detail to influence the reader's decision.</p> <p><b><u>Conclusion</u></b> A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis).</p>

## Persuasive Techniques

Allusion	An allusion is a figure of speech that indirectly references something, such as a novel, song, play, television program, poem, a religious text, historical figure or event.
Alliteration	The repetition of words starting with the same to create emphasis, e.g. "And I can tell you it is distressing beyond words to watch an animal suffer like that and not be able to alleviate its agony."
Analogy	An analogy draws a comparison between two things to illustrate a point.
Anecdotes	Short, personal stories that help to illustrate a point.
Appeals	Appeals. Writers often appeal to different emotions, including a reader's sense of or desire for: <ul style="list-style-type: none"> <li>• common sense</li> <li>• compassion</li> <li>• fairness</li> <li>• family values</li> <li>• justice</li> <li>• nostalgia</li> <li>• patriotism</li> <li>• sympathy</li> </ul>
Colloquial Language	used in or suited to familiar and informal conversation.
Connotations	an idea or feeling which a word invokes for a person in addition to its literal or primary meaning.
Emotive Words	Words that provoke an emotional reaction from the audience, e.g. "But no, people from the bush were saying it is cruel to kill foxes with a poison that causes a slow, agonising death."
Evidence	which might take the form of facts, figures, quotes or graphs – to help support an argument.
Expert Opinion	the opinion of experts to give further weight to an argument.
Hyperbole	exaggerated statements to help persuade readers of a point of view, e.g. "Our experts will tell you a million reasons why it can't or shouldn't be done here. They have turned excuse-making into an art form."
Inclusive Language	using the words 'we' or 'us' – is often used to get a reader onside, e.g. "We might not like it, but our kids' right to confidential medical advice should take precedence over our right to know about it."
Imagery	Descriptive writing can be a powerful persuasive technique. Describing something vividly can persuade readers.
Jargon	refers to highly specialised words or phrases often associated with particular areas of study or research.
Metaphor	when one thing is described as another, help to persuade by describing.
Pun	A play on words often relying on homophones, homonyms or rhymes.
Repetition	repetition of words, phrases and ideas that can be used to reinforce an argument and drive home the message to a reader.
Rhetorical Question	A question where the answer is obvious which can help lead readers to a particular conclusion.
Sarcasm	A mocking tone.
Simile	When something is compared to another thing using 'as' or 'like' to paint a picture in reader's mind.
Tone	Tone refers to the overall feeling of a piece of writing. Ways to describe the tone could be: <ul style="list-style-type: none"> <li>• Logical: rational, reasonable, analytical, cogent.</li> <li>• Neutral: impartial, balanced, objective, unbiased.</li> <li>• Informed: knowledgeable, well-read.</li> <li>• Passionate: emotional, emotive, ardent, vehement.</li> <li>• Witty: humorous, satirical, light-hearted, tongue-in-cheek</li> </ul>

