



English Curriculum Progression in Persuasion

Generic text structure

The structure of a persuasive text is often (but not always):

- thesis – an opening statement, for example, *vegetables are good for you*
- arguments: often in the form of point plus elaboration, for example, *they contain vitamins. vitamin c is vital for...*
- reiteration: summary and re-statement of the opening position, for example *We have seen that... so ...*

Language features

The language features of a persuasive text are often (but not always):

- written in simple present tense
- focus mainly on generic participants, for example, vegetable, not a particular vegetable
- mainly logical connectives, rather than connectives which signal time, for example *this shows, however, because*
- a movement usually from the generic to the specific

Knowledge for the writer

- use good reasons and evidence to convince your reader
- use facts rather than just persuasive comments
- you may wish to counter arguments
- try to get the reader interested and on your side – appear reasonable!
- tantalise your reader so that they agree with you
- use strong, positive language
- short sentences can help to give emphasis
- make the reader think that everyone else does this, agrees or that it will make them a happier, better person, for example *Everyone agrees that... We all know that...*
- draw the reader in, e.g. *At long last... The x have been waiting for you*
- be informative, persuasive and sound friendly
- alliteration can help to make slogans more memorable, e.g. *Buy British Beef*
- use humour as it can get people on your side
- a picture that tugs at the heart-strings can be more effective than 1,000 words..
- reread and decide whether you would be persuaded
- recognise that persuasive texts can be adapted or combined with other text types depending on the audience and purpose

	Progression in persuasion texts
Foundation Stage	<ul style="list-style-type: none"> • Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways (e.g. pictures of food that make them want to eat things) • Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening. • Give oral explanations (e.g.) their or another's motives; why and how they can persuade or be persuaded.
Year 1	<ul style="list-style-type: none"> • Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. • Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.
Year 2	<ul style="list-style-type: none"> • As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. • Evaluate simple persuasive devices (e.g.) Say which posters in a shop or TV adverts would make them want to buy something, and why) • Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something. • Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama.
Year 3	<ul style="list-style-type: none"> • Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. • Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose. • Through role play and drama explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed.) and discuss the effectiveness of different strategies used.
Year 4	<ul style="list-style-type: none"> • Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. • Analyse how a particular view can most convincingly be presented, e.g. 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 • From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. • Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words • Both orally and in writing to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules using more formal language appropriately. • Use writing frames if necessary to back up points of view with illustrations and examples • To present a point of view both orally and in writing, (e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to the listener/reader; begin to explore how ICT other use of multimodality might support this. (e.g. showing pictures.) • Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples

	<ul style="list-style-type: none"> • Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. <i>'if..., then'</i>; <i>'on the other hand...'</i>; <i>'finally'</i>; <i>'so'</i>
<p>Year 5</p>	<ul style="list-style-type: none"> • Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate • Read other examples (e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact • Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information • From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. <i>'surely'</i>, <i>'it wouldn't be very difficult...'</i>; persuasive definitions, e.g. <i>'no one but a complete idiot...'</i>, <i>'every right-thinking person would...'</i>, <i>'the real truth is...'</i>; rhetorical questions, e.g. <i>'are we expected to...?'</i>, <i>'where will future audiences come from...?'</i>; pandering, condensation, concession, e.g. <i>'Naturally, it takes time for local residents...'</i>; deliberate ambiguities, e.g. <i>'probably the best...in the world'</i> <i>'known to cure all...'</i>, <i>'the professional's choice'</i> • Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state • Write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points • Construct an argument in note form or full text to persuade others of a point of view and: present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. Explore how ICT or other use of multimodality might support this. (e.g. develop a PowerPoint presentation.) • Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types.
<p>Year 6</p>	<ul style="list-style-type: none"> • Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: <ul style="list-style-type: none"> – the expression, sequence and linking of points – providing persuasive examples, illustration and evidence – pre-empting or answering potential objections – appealing to the known views and feelings of the audience • Orally and in writing, construct effective persuasive arguments: <ul style="list-style-type: none"> – using persuasive language techniques to deliberately influence the listener. – developing a point logically and effectively – supporting and illustrating points persuasively (using ICT and multi-modality where and when appropriate) – anticipating possible objections – harnessing the known views, interests and feelings of the audience – tailoring the writing to formal presentation where appropriate • Use reading to: <ul style="list-style-type: none"> – investigate conditionals, e.g. using <i>if...then</i>, <i>might</i>, <i>could</i>, <i>would</i>, and their persuasive uses, e.g. in deduction, speculation, supposition – build a bank of useful terms and phrases for persuasive argument, e.g. <i>similarly... whereas...</i> • Overall, participate in whole class debates using the conventions and language of debate including standard English. In oral and written texts help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.