



Ruardean C of E Primary School

Love of learning – Love of life – Love of one another

Non-fiction Genre Skills Progression

Year 1– Year 6

V1 8-12-22

Progression in Persuasion

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

PURPOSE – Writing to Persuade

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

Text Types

Writing publicity materials such as tourist brochures based on trips to places of interest
Writing editorials to newspapers about controversial issues
Writing letters about topics such as traffic on the high street or deforestations
Creating posters and leaflets about issues such as bullying, stranger danger or substance abuse
Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition
Writing book reviews for other pupils
Book blurbs
Political pamphlets
Applying for a job or a position on the school council

Generic Text Structure – all year groups

- An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea.)
- Decide on the viewpoint you want to present and carefully select the information that supports it.
- Organise the main points to be made in the best order and decide which persuasive information you will add to support each.
- Try to appear reasonable and use facts rather than emotive comments.
- Choose strong, positive words and phrases and avoid sounding negative.
- Use short sentences for emphasis.
- Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list.
- Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant.
- 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 ...)

Progression of Text Features

YEAR 1	• Read captions, pictures, posters and adverts that are trying to persuade • Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective • Write simple examples of persuasion e.g. in the form of a letter to a character in a book
YEAR 2	• As part of a wide range of reading, explore persuasive texts (posters, adverts, letters 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 • Continue to explore persuading and being persuaded in a variety of real-life situations through role-play and drama • Write persuasive texts linked with topics relevant to current experience and motivations e.g. persuasive letter to Santa at Christmas, presentation to school council, persuasive letter to a character from a text
YEAR 3	• Read and evaluate a wider range of persuasive texts, explaining and evaluating responses orally • 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 • Present a persuasive point of view e.g. in the form of a letter, beginning to link points together and selecting style and vocabulary appropriate to the reader
YEAR 4	• 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 • 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 • 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 linking points persuasively and selecting style and vocabulary appropriate to the listener/reader • Use graphs, images, visual aids to make the view more convincing

YEAR 5	- 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 (such as 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 - From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. - persuasive noun phrases, e.g. ‘not a single person...’ ‘every right-thinking person would...’ ‘the real truth is...’; - rhetorical questions, e.g. ‘are we expected to...?’ ‘where will future audiences come from...?’; - pandering, condescension, concession, e.g. ‘Naturally, it takes time for local residents...’; - deliberate ambiguities, e.g. ‘probably the best...in the world’ ‘believed to cure all known illnesses’ ‘the professional’s choice’ - Draft and write individual, group and class persuasive extended texts for real purposes, presenting a clear point of view, commenting on emotive issues, and evaluating effectiveness - Understand how persuasive writing can be adapted for different audiences e.g. a protest aimed at an audience who are already backing your cause, compared with a speech aimed at a neutral audience where greater justification of your point of view is required - Combine persuasion with other text types e.g. instructions, discussion, explanation
YEAR 6	- Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: - 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: - using persuasive language techniques to deliberately influence the listener. - developing a point logically and effectively - supporting and illustrating points persuasively - anticipating possible objections - harnessing the known views, interests and feelings of the audience - tailoring the writing to formal presentation where appropriate - In oral and written texts choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types and adapting, conflating and combining these where appropriate

MOVING BEYOND	Once students move beyond Year 6 age related expectations, it is expected that these writing skills are consolidated within more complex topics and contexts as well as being sustained over more sophisticated pieces of work. - Through reading and analysis of persuasive texts across a range of contexts, recognise how style and register may vary according to environment and audience - Identify how persuasive devices and arguments are linked within and across paragraphs, taking careful note of how ideas are developed through reference chains e.g. the rainforest...this dwindling biome...the impact of its loss is incalculable - 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 - Orally and in writing, construct effective persuasive arguments: ➤ using a wide range of persuasive language techniques and modes of presentation to deliberately influence the listener e.g. counter argument, rhetorical techniques, for example, emotive words (starving children, destitute victims) alliteration (pressing problem) repetition/power of three (this is destroying habitats; this is destroying food chains; this is destroying lives) personal pronouns for direct address/assuming a shared view (we, you) ➤ building up points for emphasis ➤ illustrating with carefully chosen, relevant examples ➤ pre-empting possible objections and take account of conflicting agendas through compromise, precautionary measures, checks and balances e.g. Pupils will not be allowed to enter the vicinity of the pool unless accompanied by an adult ➤ sparing, effective use of exaggeration, emotive language, flattery and plausible statistics ➤ subject-specific technical vocabulary to enhance credibility - Oral presentations take full account of the audience - Voice and gesture are used for emphasis and to sustain interest throughout
------------------	---

Progression in Grammar

YEAR 1	• Separation of words with spaces • How words can combine to make sentences e.g. <i>I want a rabbit.</i> • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. <i>Please can we have a rabbit?</i> • Sequencing sentences to form short narratives e.g. <i>Rabbits make good pets. Rabbits are friendly. Rabbits are clean and quiet. They can eat our carrots.</i> • Joining words and joining clauses using <i>and</i> e.g. <i>Please can we have a rabbit and keep it in class?</i> • Capital letters for names and for the personal pronoun I
YEAR 2	• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Correct choice and consistent use of present tense and past tense throughout writing i.e. know that persuasive texts are written in the simple present tense • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. inclusion of an opening statement that presents the persuasive point of view e.g. <i>Why am I the best choice for class rep?</i> vs <i>Why I am the best choice for class rep.</i> • Expanded noun phrases for description and specification e.g. <i>Vote for me. I am <u>a confident, helpful</u> boy.</i> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. extend reasoning using subordination, for example, <i>Vote for me <u>because</u> I am a confident, helpful <u>and</u> kind boy.</i> • Commas to separate items in a list e.g. list persuasive arguments e.g. <i>I think I should be school councillor because I like speaking in public, I have good ideas and I listen to other people's ideas.</i>
YEAR 3	• Expressing 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] For example: ➤ use adverbs and conjunctions to offer justification of a point of view e.g. <i>You will be the envy of all your friends <u>if</u> you buy these trainers. The trainer is brightly coloured <u>so that</u> you will be seen in the dark.</i> ➤ use connecting adverbs to link persuasive points together and provide further justification e.g. <i>I think that we should be allowed to keep the dragon as a pet because... Also... As well as this</i> • Introduction to paragraphs as a way to group related material e.g. ➤ generate several reasons for a point of view ➤ group related persuasive points together

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. explore the use of expanded noun phrases in advertising, for example,
...the beach with its mile long stretch of golden white sand... ..rich, velvety chocolate harvested from the heart of the Amazonian rainforest...
- Fronted adverbials followed by commas (use a wider range of adverbs/adverbials to build on the range used in year 3) to link persuasive points together e.g. *Furthermore,...Additionally,...More importantly, ...*
- Use of paragraphs to organise ideas around a theme e.g. investigate where paragraphs move from the general to the specific, for example, *The hotel is very comfortable. All the beds are soft, the chairs will support your back and all rooms have thick carpets.*
- Consider organising paragraphs around persuasive points, and counterarguments e.g. analyse how a particular view can most convincingly be presented,
 - 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...Now you have seen all that we offer you, there can be no doubt that we are the best.*

Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. investigate how the same subject is referred to in many different ways in some persuasive texts, in order to make it sound more appealing or grand, for example, *At The Mirage we will make your taste buds tingle...this 5 star restaurant is world famous...our beautiful bistro...*

- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]. For example,
 - 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) ***We could do this for you and we might do that*** vs ***We shall do this and you must respond***.
 - explore combinations of modals and adverbs to increase the effect of persuasion e.g. ***We should definitely consider*** or ***We must surely respond*** or to add a degree of politeness ***e.g. I wonder if you might possibly***
- Devices to build cohesion within a paragraph and across paragraphs. For example:
 - Build on the range of connecting adverbs/adverbials used in year 4 to present further justification of a point of view e.g. ***moreover, besides which, additionally, similarly***.
 - Use a range of conjunctions to link ideas ***e.g. Although the hotel brochure promised luxury bedrooms, the reality was far from luxurious***.
 - Use pronouns and synonyms to avoid repetition e.g. ***The hotel restaurant was especially disappointing. This atrocious brasserie was probably the worst eatery I have ever encountered. I could not bring myself to eat there for a second night.***
 - Use repetition for effect e.g. ***The place suffered from dreadful decor, dreadful service and, above all, dreadful food. I demand an immediate reply to my letter and I certainly demand a refund.***
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. For example, 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 handstitched by expert weavers from India, glows with rainbow colours.***
- Experiment with removing relative clauses from example texts and consider the effect
- Brackets, dashes or commas to indicate parenthesis e.g. ***No other restaurant – and we have tried them all- can match the cuisine of The Boathouse. The Boathouse (www.bh.com) is one of the best restaurants in the area.***
- Use of commas to clarify meaning or avoid ambiguity. For example, 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 e.g. ***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.***

YEAR 6 (As for Y5 plus)	• 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. (Build on the exemplification in Year 5). For example, collect examples of counter argument statements and practice writing their own e.g. <i>Although there are many who would argue that..., there are a growing number of critics who think that...</i> • Explore combinations of modal verbs and adverbs of possibility as outlined in Year 5 • Use of the passive to increase the level of formality by establishing an authoritative and/or impersonal tone e.g. ➤ 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, <i>'the invaders must be stopped'</i> ➤ consider how the alternative version (in the active voice) might not be so effective in harnessing the support of the audience, for example, <i>'we (or 'you') must stop the invaders'</i> • 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 <i>if I were</i> or <i>were they to come</i> in some very formal writing and speech], e.g. <i>If I <u>were</u> prime minister, I would...</i> • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • Consistent punctuation of bullet points to list information
--------------------------------	---

Adapted from Herts For Learning non-fiction genre progression of skills documents.