

KS2 - Non Fiction Progression Plan: Persuasive texts (Writing to Persuade)

It is our intention that writing across the curriculum will inspire, engage and challenge all pupils, enabling them to develop the skills to effectively communicate their thoughts, ideas and emotions to others. We aim to build the pupils' stamina for writing, vocabulary knowledge and understanding of grammar, by creating a positive approach to an increasingly wide range of text types.

We recognise the importance of fostering a culture where pupils take pride in their writing, write clearly and accurately and modify their language choices to suit a variety of audiences, purposes and contexts.

To support children moving towards independent writing at the age-related standard, we provide a wide range of writing stimuli, including the use of film and imagery; modelled, shared and guided writing; peer conferencing and group discussion. We believe that these rich and varied techniques will support our writers across the curriculum.

Progression in Non-Fiction

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 be recognised by the reader or listener. Texts vary considerably according to the 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 multi-media texts. Some examples may include evidence of bias and opinion being subtly presented as facts. Rachel Clarke

Year 3/4	Year 5/6
Composition	
<p>Planning</p> <ul style="list-style-type: none"> ● Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar. <p>Drafting</p> <ul style="list-style-type: none"> ● Compose and rehearse sentences orally (including dialogue) progressively building a rich and varied vocabulary and range of sentence structures ● Organise paragraphs around them. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ● Assess the effectiveness of their own and others' writing suggesting improvements. ● Propose changes to grammar and vocabulary to improve consistency (including the accurate use of pronouns). ● Proof read for spelling and punctuation errors. <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and</p>	<p>Planning</p> <ul style="list-style-type: none"> ● Identify the audience and purpose of the writing and select the appropriate form. ● Note and develop initial ideas, drawing on reading and research, where necessary. <p>Drafting</p> <ul style="list-style-type: none"> ● Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning. ● Longer passages/stamina for writing. ● Use a range of devices to build cohesion within and between paragraphs. ● Consider how other writers have developed their writing in a variety of different examples. <p>Evaluating and Editing</p>

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<p>controlling the tone and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> ● Assess the effectiveness of their own and others' writing. ● Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ● Ensure the consistent and correct use of tense throughout a piece of writing. ● Ensure correct subject and verb agreement when using singular and plural. ● Proof read for spelling and punctuation errors. <p>Perform their own compositions, using the appropriate intonation, volume and movement so that the meaning is clear.</p>
<p>Handwriting</p>	
<ul style="list-style-type: none"> ● Horizontal and diagonal strokes needed to join letters. ● Mostly joined/joined knowing not to join capital letters ● Increase consistency, legibility and quality of handwriting. 	<ul style="list-style-type: none"> ● Writing legibly, fluently and with increased speed. ● Joined handwriting. ● Choosing a writing style for the task
<p>Persuasion (Writing to Inform)</p>	

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Generic text Structure	Year group organisation of genre	Grammatical/sentence features/punctuation	Planning and Preparation
<p>Purpose:</p> <p>To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things</p> <p>The structure may include:</p> <ul style="list-style-type: none"> ✓ An opening statement (thesis) that sums up the viewpoint being presented (School uniform is a good idea). ✓ Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because...) 	<p><u>Year 3 and 4</u></p> <ul style="list-style-type: none"> ● Clear introduction stating a viewpoint. ● Paragraphs organised around key ideas/subject and issues. ● Use of sub-headings to navigate the reader. ● Topic sentences to navigate the paragraph ● Clear conclusion summarising the viewpoint. 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> ● Variation in sentence structures (subordinate clauses) ● Introduce rhetorical questions. ● Introduce turning opinion into fact. ● Introduce and use emotive language. ● Express time, place and cause using conjunctions (e.g. so, because, before, after, while) ● Adverbs of time, place and manner. ● Adverbs to show how often ● Prepositions 	<p><u>Year 3 and 4</u></p> <p>Consider, are you writing to entertain, inform, persuade.</p> <p>Look at a variety of different texts designed to persuade. Can the children identify what viewpoint they are being persuaded towards. (First time genre is introduced is LKS2 so more time will need to spent on unpicking the text type and its features.</p> <p>Decide on the viewpoint you want to represent and carefully select the information that supports it.</p> <p>Organise the points into the best order and decide</p>

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<p>✓ A closing statement repeats and reinforces the original thesis (All the evidence shows that... It's quite clear that... Having seen all we offer you, there can be no doubt that we are the best.)</p> <p>Common Forms of persuasive texts:</p> <p>Publicity materials such as tourist brochures.</p> <p>Editorials to newspapers about controversial issues.</p> <p>Writing letters about topics such as deforestation.</p> <p>Creating posters and leaflets about issues such as bullying or substance abuse.</p> <p>Creating posters, articles and leaflets promoting</p>		<ul style="list-style-type: none"> • Use of the present perfect form of verbs • Begin to use paragraphs to organise ideas. • Use headings and sub-headings to aid presentation. • Discuss importance of using 'Standard English' • Commas in lists • Introduce inverted commas when quoting and to demonstrate excitement <p><u>Year 4</u></p> <ul style="list-style-type: none"> • Variation in sentences structure including prepositional phrases, expanded noun phrases and subordinate clauses. 	<p>which persuasive information you will add to support each.</p> <p>Plan for some elaboration and explanation to support your ideas so that the text doesn't end up sounding like a list.</p> <p>Think about the counter arguments your reader might come up with and plan evidence to make them incorrect or irrelevant.</p> <p>Try to appear reasonable and use facts.</p> <p>Choose strong, positive words and phrases to avoid sounding negative.</p> <p>Use short sentences for emphasis.</p>
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<p>healthy living based on science work about teeth and nutrition</p> <p>Writing book reviews for other pupils.</p> <p>Book blurbs.</p> <p>Political pamphlets.</p> <p>Applying for a job or a positions on the school council.</p>		<ul style="list-style-type: none"> ● Use rhetorical questions effectively. ● Turning opinion into fact more effectively. ● Effective use of emotive language. ● Nouns and pronouns used within and across sentences to aid cohesion and avoid repetition. ● A wider range of conjunctions. ● Fronted adverbials ● First and third person. ● Use paragraphs to organise ideas around a theme. ● Standard English to be used. ● Commas after fronted adverbials, 	<p>Re-read the text as if you have no opinion and decide if you could be persuaded.</p> <p>Remember that you can use persuasive writing in other text types.</p>
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		<ul style="list-style-type: none"> ● Apostrophes to mark singular and plural possession. ● Use of inverted commas and other punctuation to indicate direct speech. 	
<p>Purpose:</p> <p>To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things</p> <p>The structure may include:</p> <ul style="list-style-type: none"> ✓ An opening statement (thesis) that sums up the viewpoint being presented (School uniform is a good idea). ✓ Strategically organised 	<p><u>Year 5/6</u></p> <ul style="list-style-type: none"> ● Introduction and conclusion provide detail and give cohesion to the piece ● Paragraphs organised to prioritise the most important argument ● Arguments are well constructed ● The viewpoint of the writer is evident throughout. 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> ● Variation of sentence structures and a developing range of examples of: Prepositional phrases. Expanded noun phrases. Subordinate clauses Relative clauses ● Create cohesion within paragraphs using adverbials. ● Parenthesis can be used to add additional information/clarification of technical words 	

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<p>information presents and then elaborates on the desired viewpoint. (Vote for me because...)</p> <p>✓ A closing statement repeats and reinforces the original thesis (All the evidence shows that... It's quite clear that... Having seen all we offer you, there can be no doubt that we are the best.)</p> <p>Common Forms of persuasive texts:</p> <p>Publicity materials such as tourist brochures. Editorials to newspapers about controversial issues. Writing letters about topics such as deforestation.</p>		<p>(Brackets, dashes and commas).</p> <ul style="list-style-type: none"> ● Use layout devices to provide additional information and guide the reader. ● Indicate degrees of possibility using adverbs and modal verbs ● More examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often ● Nouns and pronouns used for clarity and cohesion ● Fronted adverbials ● Modifiers used to intensify or qualify <p><u>Year 6</u></p>	
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<p>Creating posters and leaflets about issues such as bullying or substance abuse.</p> <p>Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition</p> <p>Writing book reviews for other pupils.</p> <p>Book blurbs.</p> <p>Political pamphlets.</p> <p>Applying for a job or a positions on the school council.</p>		<ul style="list-style-type: none"> • More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often • Make formal and informal vocabulary choices. • Adapt degrees of formality and informality to suit the form of the text. • The passive voice can be used in some formal persuasive texts. • Use conditional forms such as subjunctive form to hypothesise • Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials. 	
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