



## Progression in Persuasive Texts

### **Purpose:**

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

### **Common Examples:**

- Tourist brochures based on trips/places of interest
- Letters about topics such as traffic on high street/ deforestation etc.
- Poster/leaflet about issues – bullying, litter, healthy living etc.
- Book reviews
- Application for job/role

### **Generic Structure:**

- An opening statement sums up the viewpoint being presented eg. *Greentrees Hotel is the best in the world. School uniform is a good idea.*
- Strategically organised information presents and then elaborates on the desired viewpoint eg. *Vote for me because I am very experienced. I have been a school councillor three times and I have...*
- A closing statement repeats and reinforces the original statement eg. *It's quite clear... All the evidence shows that... Having seen all that we offer you, there can be no doubt we are the best.*

### **Planning and Preparation:**

- Decide on the viewpoint to present and carefully select information to support it
- Organise the main points to be made in the best order and decide which persuasive information to add to support each one.
- Plan elaboration/explanation, evidence and example(s) for each key point but avoid ending up with a text which sounds like a list
- Think of counter arguments the reader might come up with and include evidence to make them seem incorrect or irrelevant.
- 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
- Re-read the text as if you have no opinion and decide if you would be persuaded.



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<b>Progression in grammatical features</b>	
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Written in present tense</li> <li>• Rhetorical questions eg. <i>Do you want to be the most relaxed person in town?</i></li> <li>• Effective use of noun phrases eg. <i>delicious chocolate</i></li> <li>• Express time, place and cause using conjunctions, adverbs and prepositions</li> <li>• Use present perfect form of verbs eg. <i>people have said that this is the most amazing product because...</i></li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Create cohesion through the use of nouns and pronouns eg. <i>Vegetables are good for you. They contain vitamins and minerals. In fact these foods are incredible!!!</i></li> <li>• Use adverbials eg. <i>therefore, however...</i></li> <li>• Use paragraphs to organise ideas into logical sections</li> <li>• Effective use of expanded noun phrases</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Modals can be used to suggest degrees of possibility eg. <i>this could be... you should.. you might want to...</i></li> <li>• Create cohesion within paragraphs using adverbials. Repetition can be used to achieve this.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are presented eg. <i>the hotel is comfortable. The beds are soft; the chairs are specially made to support your back and rooms have thick carpet.</i></li> <li>• Adapt degrees of formality and informality to suit the form of the text. The second person is also useful for appealing to the reader in a more informal piece of writing eg. <i>this is just what you've been looking for.</i></li> <li>• The passive voice can be used in some formal persuasive texts eg. <i>It can be said... it cannot be overstated...</i></li> <li>• Use conditional forms such as subjunctive form to hypothesise eg. <i>If people were to stop hunting whales...</i></li> <li>• Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials, conjunctions and prepositions eg. <i>This proves that... So it's clear... Therefore...</i></li> </ul>