Progression Document: Persuasive texts

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

Features of a persuasive text

*Non-Fiction Texts produced by the National Strategies

Generic text structure	Grammatical features	Planning and preparation
• 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.) • 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 ...) • A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.)	• Written in the present tense. This can include other forms such as present perfect e.g. people have said… • Often refers to generic rather than specific participants e.g. Vegetables are good for you. They ... This means that cohesion is created through the combined use of nouns and • pronouns. • Uses adverbials e.g. therefore, however to create cohesion within and across paragraphs. • Uses logical conjunctions, adverbials and prepositions e.g. This proves that ... So it's clear ... Therefore ... • Paragraphs are useful for organising the content into logical sections. • Requires the writer to make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.) Sentence types include rhetorical questions e.g. Do you want to get left behind in the race to be fashionable? Want to be the most relaxed person in town? So what do you have to do to? • Modals can be used to suggest degrees of possibility e.g. this could be…you should…you might want to… • Sometimes the second person is useful for appealing to the reader e.g. e.g. this is just what you've been looking for. This also enables adaptation of the Degrees of formality and informality so that the text appeals to the reader. • Adjectives can be used to create persuasive noun phrases e.g. delicious chocolate…evil hunters… • In some formal texts, it may be possible to use the passive voice e.g. It can be said…it cannot be overstated… • Repetition can be used to strengthen your point of view. This also acts as a cohesive device. • Because arguments include hypothetical ideas, conditional language, such as the subjunctive form can sometimes be used e.g. If people were to stop hunting whales…	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. • 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. • 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. • Remember that you can use persuasive writing within other text types.

Progression by year group

*Jane Considine text progression document

Year 1

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation
- Ideas are grouped - together for - similarity. - Writes in first person.	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	It was Brilliant Best Exciting The most Super Fantastic Great It will Now you can Try	**Noun** What a noun is. Regular plural nouns with 'er' **Verbs** Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' **Adjectives** Add 'er' and 'est' to adjectives where no change is needed to root word. **Connectives/conjunctions** Join words and sentences using and/then. **Tense** Simple past tense 'ed'	- Use spaces to separate words. - Begin to use full stops. - Begin to use exclamation marks. - Capital letters for start of sentence, names, personal pronouns. - Read words with contractions

Year 2

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
• Brief introduction and conclusion. • Written in the present tense. • Main ideas organised in groups.	• Subject/verb sentences e.g. He was… They were… It happened… • Some modal verbs introduced e.g. would, could, should. • Use simple adverbs e.g. yesterday, today. • Use simple noun phrases e.g. red shoes • Uses rhetorical questions. • Uses ambitious adjectives to grab the reader's attention.	The biggest The greatest The longest The tallest I think that I believe that Extraordinary Remarkable	**Noun** Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. **Verbs** Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. **Adjectives** Add 'er' and 'est' to adjectives where no change is needed to root word. **Connectives/conjunctions** Subordination – when, if, that, because Coordination – or, and, but. **Tense** Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	• Use spaces that reflect the size of the letters. • Use full stops correctly. • Use question marks correctly. • Use exclamation marks correctly. • Use capital letters correctly. • Apostrophes for contractions. • Possessive apostrophes for singular nouns. • Commas to separate items in lists.

Year 3

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
- Clear introduction. - Points about subject/issue - Organised into paragraphs - Sub-heading used to organize texts.	- Simple sentences with extra description. - Some complex sentences using when, if, as etc. - Tense consistent e.g. modal verbs can/will - Adverbials e.g. When they have a problem, we played after tea. - It was scary in the tunnel. - Start sentences with verbs e.g. imagine, consider, enjoy.	Surely Obviously Clearly Don't you think… Firstly Secondly Thirdly My own view is My last point is My final point is Imagine Consider Enjoy	**Noun** Form nouns using prefixes. Nouns and pronouns used to avoid repetition. **Verbs** Present perfect forms of verbs instead of 'the' **Adjectives** Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) **Tense** Correct and consistent use of past and present tense. **Adverbs** Introduce/revise adverbs. Express time and cause; then, next, soon.	- Introduce possessive apostrophes for plural nouns. - Introduce inverted commas.

Year 4

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
- Clear introduction and conclusion. - Links between key ideas in the text. - Paragraphs organised correctly into key ideas. - Subheading - Topic sentences	- Variation in sentence structures e.g. While we were at the park… As we arrived… - Use embedded/relative clauses e.g. Mrs Holt, who was very angry… The tiger, that was pacing… - Include adverbs to show how often e.g. additionally, frequently, rarely. - More complicated rhetorical questions e.g. haven't you always longed for a…?	I believe that It seems to me that It is clear that Is it any wonder that Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion In summary The evidence presented… Have you ever thought about…? Do you think that..? Fed up with…?	**Noun** Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. **Verbs** Standard English forms for verbs. **Adjectives** Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. **Tense** Correct use of past and present tense. **Adverbs** Know what an adverbial phrase is. **Fronted adverbials** Comma after fronted adverbials	- Apostrophe to mark singular and plural possession. - Commas after fronted adverbials. - Use inverted commas and other punctuation to indicate direct speech.

Year 5

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
• Arguments are well constructed that answer the reader's questions. • The writer understands the impact or the emotive language and thinks about the response. • Information is prioritised according to the writer's point of view.	• Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against… • Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally • Sentence length and type varied according to purpose. • Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions… • Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths… • Prepositional phrases used cleverly. e.g. In the event of a blackout…	It appears that… There can be no doubt that.. It is critical.. Fundamentally… How can anyone believe this to be true? Does anyone really believe that? As everyone knows I cite, for example… I would draw your attention to… I would refer to… On the basis of the evidence presented… Phenomenal Unique Unmissable You will be… Don't.. Take a moment to… Isn't it time to…? Worried about…	**Noun** Expanded noun phrases to convey complicated information concisely. **Verbs** Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. **Adjectives** Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. **Tense** Change tense according to features of the genre. **Adverbs** Link ideas across a text using cohesive devices such as adverbials.	• Use a wide range of punctuation • throughout the writing.

Year 6

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
- Developed introduction and conclusion using all the argument or leaflet layout features. - Paragraphs developed with prioritised information. - View point is transparent for the reader. - Emotive language used throughout to engage the reader.	- Sentence length varied e.g short/long. - Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. - Wide range of subordinate connectives e.g. whilst, until, despite. - Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. - Persuasive statement are used to change the readers opinion. E.g. you will never need to…	It strikes me that There is no doubt that I am convinced that It appears In my opinion Surely only a fool would consider In addition Furthermore Moreover My evidence to support this is On balance.. Just think how… Now you can… For the rest of your life… Unbelievable Outrageous Incredible	**Noun** Locate and identify expanded noun phrases. **Verbs** Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. **Adjectives** Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. **Tense** Change tense according to features of the genre. **Adverbs** Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	- Consolidate all previous learning. - Brackets - Dashes - Colons - Semi colons