Persuasive writing

Purpose

To inform the audience about the product

To advertise a product so someone will buy it

Common examples of the text type

- Publicity materials such as tourist brochures based on trips to places of interest
- Editorials to newspapers about controversial issues
- Letters about topics such as traffic on the high street or deforestations
- Posters and leaflets about issues such as bullying, stranger danger or substance abuse
- Posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition
- Book reviews for other pupils
- Book blurbs
- Political pamphlets
- Applications for a job or a position on the school council

Generic Text Structure	**Planning and Preparation**
- An opening statement (thesis) that sums up the viewpoint being presented. (The Ritz 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.)	- 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 in skills	
EYFS	• n/a
KS1	• Written in present tense. • Includes facts • Rhetorical questions e.g. Do you want to be the most relaxed person in town? Do you want to be the coolest kid in your class? • Effective use of noun phrases to create persuasive devises e.g. delicious chocolate • Powerful verbs and adverbs. • May include a picture of the item and a caption. • May include a product logo • May include a price, if selling something. **Suggested Text Layout:** **Introduction** An opening statement that sums up the viewpoint being presented. **Main body** Sentences to persuade the reader to accept the writer's viewpoint or buy their product. **Conclusion** A concluding statement to finish the piece e.g. So now you know the best chocolate bar in town, come and buy one today !
LKS2	• Headings, subheadings or paragraphs to organise ideas into logical sections • Exaggerated language to describe the product benefits. • Alliteration • Paragraphs: intro, main body (reasons supported by evidence); conclusion.

	(Y4) Include a slogan (present tense, including facts, adjectives, alliteration and a rhetorical question) (Y4) Create cohesion through the use of nouns and pronouns e.g. Vegetables are good for you. They contain vitamins and minerals. In fact these foods are incredible!! (Y4) Use adverbials e.g. therefore, however… **Suggested Text Layout:** **Introduction** An opening paragraph that sums up the viewpoint being presented. **Main body** Paragraphs to persuade the reader to accept the writer's viewpoint or buy their product, each with appropriate detail to influence the reader's decision. **Conclusion** A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis).
UKS2 **As for LKS2 plus:**	- Modals can be used to suggest degrees of possibility e.g. This could be…. You should… You might want to… - Include a more complex slogan (Word play, humour, some awareness of reader e.g. different age groups) (Y6) Make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented e.g. the hotel is extremely comfortable. The beds are soft; the chairs are specially made to support your back and all rooms have thick carpet. (Y6) Use the second person - appeal to the reader e.g. this is just what you've been looking for. (Y6) The passive voice can be used in some formal persuasive texts e.g. It can be said… It cannot be overstated…. (Y6) Create cohesion within and across paragraphs using a wider range of cohesive devices which can include adverbials, conjunctions and prepositions e.g. This proves that….So it's clear…Therefore… **Suggested Text Layout:** **Introduction** An opening paragraph that sums up the viewpoint being presented. **Main body**

	Paragraphs to persuade the reader to accept the writer's viewpoint or buy their product, each with appropriate detail to influence the reader's decision.
	Conclusion
	A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis).