

# Persuasion

	<b>Composition and Effect</b>	<b>Text structure and organisation</b>	<b>Grammar</b>	<b>Punctuation</b>	<b>Sentence Structure</b>	<b>Sentence starters</b>
1	<ul style="list-style-type: none"> <li>-Through games and role play begin to explore what it means to persuade or be persuaded and what different methods may be effective</li> <li>-Evaluate simple persuasive devices eg say which TV advert might make them want to buy something and why</li> </ul>	<ul style="list-style-type: none"> <li>-Use examples from captions, pictures, posters and adverts that are trying to persuade</li> </ul>	<ul style="list-style-type: none"> <li>-Present tense</li> <li>-Past tense</li> </ul>	-	<ul style="list-style-type: none"> <li>-Write a simple sentence</li> <li>-Expand and develop simple sentences by adding: an adverbial phrase, a noun phrase, a prepositional phrase</li> </ul>	<ul style="list-style-type: none"> <li>-Start sentences with the subject</li> <li>-To avoid repetition, start with a personal pronoun (I, he, she, they, it, we)</li> </ul>
2	<ul style="list-style-type: none"> <li>-Understand, through exploring simple persuasive texts, what the documents are trying to do and some of the ways that they do it</li> <li>-Say which posters in a shop or TV advert would make them want to buy something and why</li> </ul>	<ul style="list-style-type: none"> <li>-Create simple signs, posters and adverts (involving words and other modes of communication) to persuade others to do, think or buy something</li> </ul>	<ul style="list-style-type: none"> <li>-Future tense</li> <li>-Imperative verbs</li> <li>-Causal connectives</li> <li>-Statements</li> </ul>	-	<ul style="list-style-type: none"> <li>-Write statements, questions, exclamations, commands</li> <li>-Change one type of sentence to form another eg statement to question</li> <li>-Write a compound sentence using a coordinating conjunction</li> <li>-Use correlative conjunctions to create a sentence</li> </ul>	<ul style="list-style-type: none"> <li>-Start sentence with an adverb (usually a 'ly' word)</li> <li>-Start a sentence with an adverb: earlier, later, recently etc</li> <li>-Start a sentence with an adverb that describes how often: once, annually, daily, never</li> </ul>
3	<ul style="list-style-type: none"> <li>-Read and evaluate a wider range of simple persuasive texts explain and evaluating responses</li> <li>-Begin to use words, pictures and other communication modes to persuade others</li> </ul>	<ul style="list-style-type: none"> <li>-Start to use, and recognise the impact of, different structures of persuasive writing</li> </ul>	<ul style="list-style-type: none"> <li>-First/second/third person</li> <li>-Groups of three</li> <li>-Exaggerated language</li> <li>-Generalisation / quantifiers</li> </ul>	-	<ul style="list-style-type: none"> <li>-Write sentences using repetition for effect and persuasion</li> <li>-Identify and write complex sentences using subordinate conjunctions</li> <li>-Write 'drop in' clauses (relative clauses): which, who, where and what</li> </ul>	<ul style="list-style-type: none"> <li>-Start with a prepositional phrase: above, below, underneath</li> <li>-Start a sentence with two 'ly' adverbs</li> </ul>
4	<ul style="list-style-type: none"> <li>-Distinguish between texts which try to persuade and those that simply inform</li> <li>-Investigate how style and vocabulary are used to convince the reader</li> <li>-Evaluate advertisements for their impact, appeal and honesty focusing on how the product is presented, exaggerated claims, tactics for grabbing the attention, linguistic devices such as puns, jingles, alliteration, invented words</li> <li>-Explore the use of connectives eg adverbs, adverbial phrases, conjunctions to structure a persuasive argument eg 'if...then', 'on the other hand', 'finally'</li> </ul>	<ul style="list-style-type: none"> <li>-Analyse how a particular view can most convincingly be presented eg ordering points to link them together, how statistics, graphs, images, visual aids eg can be used to support and reinforce arguments</li> <li>-Assemble and sequence points in order to plan the presentation of a point of view</li> <li>-Link points persuasively and select style and vocabulary appropriate to the listener / reader</li> </ul>	<ul style="list-style-type: none"> <li>-Formal language</li> <li>-Comparative and superlative adjectives</li> <li>-Modal verbs</li> <li>-Repetition</li> <li>-Emotive language</li> </ul>	-	<ul style="list-style-type: none"> <li>-Manipulate complex sentences to show that the subordinate clause can move around the sentence</li> <li>-To include an 'ing' clause</li> </ul>	<ul style="list-style-type: none"> <li>-Start a sentence with an 'ing' verb</li> <li>-Start a sentence with a simile</li> <li>-Start a sentence with an 'ed' word</li> </ul>
5	<ul style="list-style-type: none"> <li>-Read and evaluate letters eg from newspapers or magazines intended to inform, protest, complain, persuade considering how they are set out and how language is used to gain attention, respect, manipulate</li> <li>-Read other examples eg newspaper comment 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</li> <li>-Investigate use of persuasive devices such as</li> </ul>	<ul style="list-style-type: none"> <li>-Draft and write individual, group or persuasive letters for real purpose</li> <li>-Construct an argument in note form or full text to persuade others of a point of view and present to the class</li> <li>-Understand how persuasive writing can be adapted for different audiences and purposes eg by using formal language where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>-Indefinite pronouns</li> <li>-Exemplification connectives</li> <li>-Summarising connectives</li> <li>-Rhetorical questions</li> </ul>	-	<ul style="list-style-type: none"> <li>-Use two coordinating conjunctions with three main clauses</li> <li>-Use a coordinating and subordinate conjunction with two main and one subordinate clause</li> <li>-Edit sentences by either shortening or lengthening</li> </ul>	<ul style="list-style-type: none"> <li>-Start a sentence with an 'ed' expanded clause</li> </ul>

	words and phrases eg 'surely...', 'it wouldn't be very difficult...'; persuasive definitions eg 'no one but a complete idiot', rhetorical questions eg 'are we not expected to?'					
6	<ul style="list-style-type: none"> <li>-Effectively use expression</li> <li>-Sequence and link points made</li> <li>-Provide persuasive examples, illustration and evidence</li> <li>-Pre-empt or answer potential objections</li> <li>-Appeal to the known views and feelings of the audience</li> </ul>	<ul style="list-style-type: none"> <li>-Use persuasive language techniques to deliberately influence the reader</li> <li>-Develop a point logically and effectively</li> <li>-Support and illustrate points persuasively</li> <li>-Tailor the writing to formal presentation where appropriate</li> <li>-Use conditionals eg using if...then, might, could, would and their persuasive uses eg in deduction, speculation, supposition</li> <li>-Build a bank of useful terms and phrases for persuasive argument eg similarly...whereas</li> </ul>	<ul style="list-style-type: none"> <li>-Using statistics</li> <li>-Making opinion appear as fact</li> </ul>	-	<ul style="list-style-type: none"> <li>-Active and passive sentences</li> <li>-A sentence that lists three actions with the final two clauses separated by a conjunction</li> </ul>	<ul style="list-style-type: none"> <li>-Start a sentence with a subordinate conjunction</li> </ul>