

# Persuasive Texts

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar Expectations	<ul style="list-style-type: none"> <li>Simple past and present tense</li> <li><i>and</i> to join clauses</li> </ul>	<ul style="list-style-type: none"> <li><b>Progressive verb forms</b></li> <li><b>Co-ordinating and subordinating conjunctions</b></li> <li><b>Expanded noun phrases to add interest and detail</b></li> </ul>	<ul style="list-style-type: none"> <li>Simple and progressive verb forms</li> <li>Co-ordinating and subordinating conjunctions</li> <li>Expanded noun phrases to add interest and detail</li> <li><b>Simple paragraphs</b></li> <li><b>Conjunctions, adverbs &amp; prepositions for time, place and cause</b></li> <li><b>Perfect verb forms</b></li> </ul>	<ul style="list-style-type: none"> <li>Range of verb forms</li> <li>Conjunctions, adverbs &amp; prepositions for time, place and cause</li> <li><b>Paragraphs around a theme</b></li> <li><b>Fronted adverbials</b></li> <li>Noun phrases expanded with prepositional phrases to add interest and detail</li> <li><b>Range of sentence types</b></li> </ul>	<ul style="list-style-type: none"> <li>Range of verb forms</li> <li>Fronted adverbials</li> <li>Expanded noun phrases</li> <li>Range of sentence types</li> <li><b>Range of clause structures, including relative clauses</b></li> <li><b>Parenthesis</b></li> <li><b>Cohesion within and between paragraphs</b></li> <li><b>Appropriate level of formality</b></li> </ul>	<ul style="list-style-type: none"> <li>Range of verb forms</li> <li>Fronted adverbials</li> <li>Expanded noun phrases</li> <li>Range of sentence types</li> <li>Range of clause structures, including relative clauses</li> <li>Parenthesis</li> <li>Cohesion within and between paragraphs</li> <li><b>Passive voice</b></li> <li><b>Nominalisation</b></li> <li><b>Control of formality</b></li> </ul>
Persuasive Features	<ul style="list-style-type: none"> <li>simple present tense</li> <li>second person (<i>you</i>)</li> <li>simple descriptive language</li> <li>captions or pictures where appropriate</li> </ul>	<p><b>Previous features and:</b></p> <ul style="list-style-type: none"> <li>clear viewpoint</li> <li>opening that sums up the main point</li> <li>strong, positive words and phrases</li> </ul>	<p><b>Previous features and:</b></p> <ul style="list-style-type: none"> <li>effective layout <i>e.g. title/heading, captions, illustrations, photos</i></li> <li>direct address to the reader</li> <li>closing statement that reinforces the argument</li> <li>use of devices such as alliteration, slogans and power of three</li> <li>adverbs and conjunctions for cause <i>e.g. because, so, which, otherwise, so that</i></li> </ul>	<p><b>Previous features and:</b></p> <ul style="list-style-type: none"> <li>effective ordering of main points</li> <li>elaboration/evidence/examples for each key point</li> <li>repetition for effect</li> <li>rhetorical questions</li> <li>emotive or boastful language</li> <li>logical connectives <i>e.g. therefore, as a result, in conclusion</i></li> <li>adverbs for quantity <i>e.g. many, few, some, every</i> and frequency <i>e.g. often, always, rarely</i></li> </ul>	<p><b>Previous features and:</b></p> <ul style="list-style-type: none"> <li>structure that moves from the generic to the more specific for each point</li> <li>simple psychology to appeal to the reader</li> <li>use of statistics and quotes to support points</li> <li>modal verbs <i>e.g. will, can, may, must, should</i></li> <li>adverbs for possibility <i>e.g. certainly, surely, undoubtedly, possibly</i></li> <li>adverbs for viewpoint <i>e.g. obviously, clearly, evidently, naturally</i></li> </ul>	<p><b>Previous features and:</b></p> <ul style="list-style-type: none"> <li>words and phrases to indicate concession <i>e.g. while it is true that, in spite of, despite this, however, still, nevertheless</i></li> <li>evidence to discredit possible counter arguments</li> </ul>

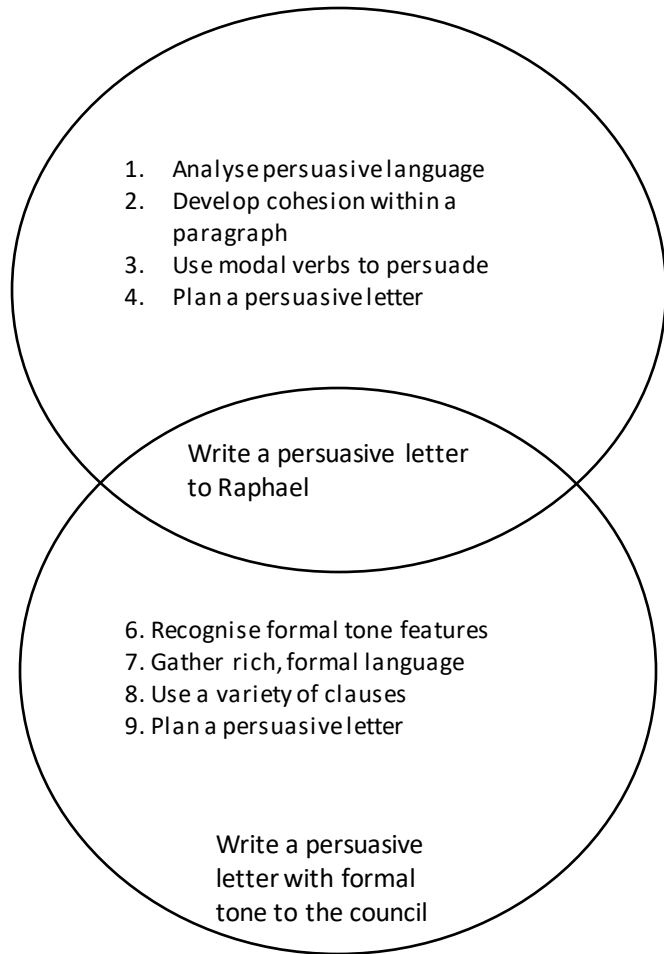
SC:  
Cohesion within a paragraph (point elaborate)

Variety of modal and imperative verbs

Emotive language

SC:  
Formal tone  
Variety of clauses  
Cohesion (point elaborate)  
Passive voice

GD – subjunctives, nominalisation



Verb	Nominalisation
vary	variation
develop	development
contract	contraction
discover	discovery
react	reaction
grow	growth
arrive	arrival

- Rhetorical language game. What are features of persuasive language? Look at MLK speech – how effective was he at persuasion? Look at Greta Thunberg speech, discuss effective techniques (rhetorical questions, facts/opinions, connectives to link an idea, emotive language) – focus on emotive techniques e.g. playing on the relationship, guilt. Analyse persuasive letter – create key for different features, magpie
- I think this...so what? I feel hungry. Because of this...Look at cohesive text – what features can you spot for cohesion? Point, elaborate; rhetorical questions; emotive language; modal verbs. Write a paragraph persuading the police officer to stop treating children from the trash site so badly (p57-67) linking words such as because of this, moreover, due to this, as a consequence, this has resulted in
- Modal verb: a verb used with another verb to express an idea such as possibility that is not expressed by the main verb e.g. can, could, may, might, must, ought, shall, should, will, would. Order modal verbs from most to least likely. Practise using modal verbs in sentences within the context of Trash – extend HAPS with multi clause sentences
- Vocabulary: jeopardy, endangered, peril risk to be used in plan. Trios – generate 5 reasons why Raphael should hand in the wallet – select the main 3. Then box up.
- Persuasive letter to Raphael (in character as the Aunty) trying to convince him to hand in the wallet 3 top tips – 1st - organising your argument 2nd emphasize your point – hyperbolic statements, repeat yourself – strategic repetition. Work through SC, children deciding how they will achieve it e.g. how will they be emotive?
- Re-cap active and passive voice, introduce the subjunctive – how do both of these create a formal tone? Share letter from recycling centre – magpie features of formal tone. Children write opening paragraph using features discussed.
- Formal tone – 2 words into 1 e.g. look for – discover (warm up task). Magpie formal letter about waste in Bristol. Then turn the phrases/sentences magpied into sentences about the Behala dump. Extend GD learners with nominalisation for formal tone – adding this into sentences about the Behala dump.
- Fed in facts about child rights and Behala. Using these facts, write sentences using a variety of clause structures. GD using the subjunctive, manipulating tenses
- Plan a persuasive letter – list examples of persuasive features (emotive language, rhetorical questions, modal and imperative verbs, point elaborate, variety of clauses, subjunctives, passive voice) and then giving examples of how they were going to do it. Diamond 9 of reasons why to close the site. Then plan their letter – boxing up each paragraph.
- Write a persuasive letter to persuade the council to close the trash site in Behala. (evidence to discredit for GD writers)

Dear Raphael,

SC:

Cohesion within a paragraph (point elaborate)

Variety of modal and imperative verbs

Emotive language

**You are in great danger.** Since being in possession of the wallet, your life has been turned upside down. I am urging you to think very carefully about your future actions as your life, and future, depends on it.

Firstly, I **must** say that you are dealing with the most corrupt, evil and unsound police force on the planet. **These men** have no mercy and **will not think twice about murdering you, your family, and your friends.** Is that what you want? To be murdered in a police station and fed to the dogs in the scrap yard below? **Not only are you putting your life at terrible risk,** but you are also threatening the people of Behala. No one there is safe anymore! **If you are lucky enough to not be killed, you could face the rest of your life locked behind bars in the most feral prison in the Philippines.**

Paragraph 2:

Paragraph 3:

Final:

Monday 2<sup>nd</sup> December

O: Write a persuasive letter

Dear & my dearest Raphael,

I am writing to you to appeal to your good sense. You have to hand in the wallet! Our houses are at the part <sup>where</sup> they will be taken apart. <sup>Moreover</sup> <sup>thinking you are</sup> police will take you away <sup>as</sup> a horrific person who wants nothing but danger and death. Raphael: Have you ever thought of how much we need you? <sup>Additionally</sup> <sup>Moreover</sup> we will not be safe like you said so. Should I be proud of your awful, terrible, <sup>or</sup> unthinkable behaviour?

Firstly, I must say that our houses, our home, our safe place will disastrously be destroyed. Because of the constant obsession with going on mission and <sup>the</sup> <sup>you</sup> <sup>and</sup> <sup>money</sup> <sup>and</sup> <sup>your</sup> <sup>houses</sup> will awfully become a pile of rubbish! Due to our houses being destroyed, in the worst possible way, babies, toddlers and little children will one by one disappear into the mountains of shit and rubbish, which is absolutely disgraceful, meaning they could have starved to death or a tsunami of junk <sup>put</sup> <sup>into</sup> <sup>them</sup> <sup>quickly</sup> on top. What will happen to us? Raphael? We must act fast other wise we will be <sup>so</sup> losing things. We will take part in everything. We could be killed! Do we deserve to end up homeless? <sup>and</sup>

Secondly, I ought tell you what the police officers will do. These police officers, who have been abusing <sup>in</sup> <sup>the</sup> <sup>people</sup> have killed them too. You don't want to end up like that do you? Well, because you are a unforgivable,

to unacceptable, useless little brat. <sup>As</sup> <sup>much</sup> <sup>as</sup> I love you, you will end up with <sup>blood</sup> pouring out of you. Some <sup>people</sup> don't return because they are either killed <sup>or</sup> they stay there for the rest of <sup>their</sup> <sup>life</sup>. Can we really trust them? I think so. You will be beat till you, no clever cogs, tell the truth. You might be beat to death and will (probably) be doing on the ice-cold stone floor. The corrupt, untrustworthy police men, will kill you! Will beat you! Will make you tell everything.

Firstly, we are your large, loving family. Due to this, we need you. Moreover, you are a wonderful, caring person but if we lose you, whom will provide food for us? Additionally, we might starve to death. As a result of starving, you will have no one on this pathetic world to turn to. This means that you will not have any friends. You are a big brother. You are like a father to us. Also, you (and your) are the best at finding junk and selling it. Because of this, you are an awesome, amazing boy. You will you must hand in the wallet, so we can have cuddles and we can help each other. This means that, we can stay together forever.

If you hand in the wallet, nothing at all will happen. You are my favourite <sup>person</sup> <sup>and</sup> <sup>you</sup> <sup>will</sup> <sup>not</sup> <sup>kill</sup> <sup>myself</sup> if you do. Please Please Please hand

Thursday 19<sup>th</sup> Dec  
Thursday 19<sup>th</sup> December

Q: write a Persuasive letter

Dear mayor of Behala,

I am writing to you to appeal to your sense of logic and common sense and tell you that those children who live on that dump, miles and miles of rubbish, are terribly suffering from diseases and health issues. I strongly feel that you must close down that blood curdling, disgusting dump.

My first point I would like to make is that it spreads countless amounts of diseases to the point of precious people dying. Additionally, it will cause a tsunami of grief and emotional trauma to flood over families.

Moreover, the families will be left mourning for years and years. Also, the life expectancy of people who live at the Behala dump, which is a living hell, is 15 years less than average since they live at the dump with no medical care.

Due to this, there are a horrific amount of people dying. I will tell you that if you were living there you and millions of others will get the worst plague in the world because there are millions of rats and it is caused by <sup>us</sup> rats there will be unspeakable pain.

My second point I would like to make is that it is not a healthy area. Due to this, it is not a safe place to live in. Moreover People

do not are malnourished because they don't have all the vitamins they need and the food is disgustingly dirty because of the area they live in. Additionally, it ~~can~~ <sup>will</sup> cause serious illnesses. Health, which is not high standard because they have no access to a medical professional, is ~~is~~ and is getting worse. Because of no amenities and no access to health facilities, the area is unhealthy to.

My final point to make is there are no adequate houses. As a result, there is a lack of amenities and access to health facilities. Moreover, because they live in a piece of junk with nothing clean, their health will disastrously become affected. Also, they should all have the ~~the~~ <sup>safe</sup> right of living in a safe place and having a roof over their heads. They are all living in a horrible environment in a terribly, filthy house.

You will and must do something about it otherwise ~~is~~ I will keep on writing. If I were you I would have shut that disgraceful place down ages ago. Diseases, health and adequate houses are all the points it will soon become you. You need to do it.

Yours sincerely,

Boglar

P.S. I really hope you accept my letter.



Monday 7<sup>th</sup> December

LO: Write a persuasive letter

Dear my Beloved nephew (Raphael),

~~Firstly~~ You are <sup>at</sup> on a very dangerous point. Since the police <sup>has</sup> come and <sup>took</sup> got you, your life turned upside down. I am urging you to think very carefully about what you are doing in your life. □

□ I am writing to tell you to hand in the wallet

I think that the police force have given you the most powerful, the most evil <sup>and</sup> the most dangerous man to deal with in jail. If you don't decide to hand in the wallet, we could have a bulldozer <sup>disastrously</sup> destroy our <sup>house</sup> shelter. They have no mercy.

Raphael, think <sup>very</sup> carefully we could earn 100,000 pesos! Everyone at the dumpsite will call you a hero. You could change our lives. Do you want <sup>your</sup> life to change? <sup>stay up there?</sup> Everybody at the dumpsite in Behala will get education. We could feed ourselves without collecting trash. We ~~want~~ won't have to live in this ancient, <sup>degraded</sup> old house. I don't want to starve to death. <sup>can't</sup> I imagine what we could be doing <sup>with this</sup> reward?

\*Some day

Please do as I say. Me and your friends have been worried in fact the whole of Behala dumpsite is worried. Think very carefully young man. Hand in the wallet. Hope you've listened <sup>very</sup> carefully. <sup>many</sup> The police, which are the most dangerous men, have killed people. From your loving Aunt.

□ About you and I also hope to see you again



Mr Wisby  
Filton Avenue Primary School  
Lockleaze  
Bristol

1<sup>st</sup> December, 2019

SC:

Formal tone

Variety of clauses

Cohesion (point  
elaborate)

Passive voice

GD – subjunctives,  
nominalisation

Dear Councillor Smith,

I am writing to you today to appeal to your sense of logic and common sense and am praying that you help set up a recycling centre closer to the Lockleaze area of the city. The current situation is un-sustainable with only two centres serving the needs of the entire population – more than 500,000 environmentally minded residents. It is urgent that you discuss this matter in council meetings as soon as is humanly possible.

Firstly, the existing two centres are more than three miles away from our area and that is too far for a city of our size to accept. Sometimes there are masses of cars queuing for hours, waiting to gain entry to the facilities! It has been reported by some residents that recyclable materials have been dumped by motorists who have become frustrated at having to wait so long; this is not good for a 'green' city such as ours. Moreover, the distance that we all have to travel to be environmentally conscious is too far, adding many tons of carbon dioxide pollution to the atmosphere and the world!

Secondly, the people of Bristol pay an astronomic amount in council tax that should go towards having first-rate amenities. Conversely, the city of Swansea (with its fewer populace) have four recycling centres. The discovery of this by voters would surely have negative implications to your future political position. If I were in your position, I would think carefully about taking this idea seriously. You hold an elected office and your career, which so far has been a successful one, may be in jeopardy should you fail to succeed in this matter. Can you really argue that this idea is not a good one?

My final point is about the children. Not just the children of Lockleaze, but the children of the country, even the planet, are trying their best to recycle as much as possible. If they can do their bit, then surely you can make it a bit easier for us hard-working citizens to be able to recycle our unwanted items. You must treat this matter as a vitally important one.

I hope you are able to meet my request and I look forward to hearing your response as soon as you are able.

Yours Sincerely,

Mr N Wisby

Verb	Nominalisation
vary	variation
develop	development
contract	contraction
discover	discovery
react	reaction
grow	growth
arrive	arrival