

## NON-FICTION TEXT – PERSUASION TEXTS

Persuasion texts are any text designed to persuade the reader to think or act in a particular way. Persuasion texts present a single point of view designed to encourage, persuade, sell, warn etc. Persuasion can be more or less objective and rational depending on the writer’s purpose and the intended audience. Informal, direct, idiomatic and figurative language, with opinions dressed up as facts are common elements in persuasive writing, where grabbing attention and securing commitment from the reader is of greater priority than with other text-types.

Purpose	Common examples of text type	Generic Text Structure / Language Features
<ul style="list-style-type: none"> <li>To promote a particular view or product in order to influence what people think or do</li> <li>To inform the audience about a product</li> <li>To advertise a product</li> </ul>	<ul style="list-style-type: none"> <li>Advertisements</li> <li>Promotional leaflets promoting products or inventions e.g. <i>mobile phones, smart watches, games</i></li> <li>Pamphlets promoting a particular event (e.g. <i>school fair, disco or movie night</i>) or viewpoint (e.g. <i>school-related issues such as events, trips, homework, uniform, bullying healthy eating</i>)</li> <li>Publicity materials such as tourist brochures based on trips to places of interest e.g. <i>South Shields</i></li> <li>Invitations</li> <li>Complaints</li> <li>Political debate</li> <li>Estate agency – advertising properties for sale or rent</li> <li>Newspaper editorials about controversial issues</li> <li>Letters about topics such as traffic on the high street or deforestation</li> <li>Book/film reviews for other pupils</li> <li>Applications for a job or a position on the school council</li> </ul>	<p><b>Structure often includes:</b></p> <ul style="list-style-type: none"> <li>Logical order.</li> <li>An opening statement that sums up the viewpoint being presented.</li> <li>With a short persuasive text, the opening statement is often the topic sentence for the whole piece. With longer texts, there will be a topic sentence for each paragraph.</li> <li>Paragraphs with strategically organised information that presents a series of points, elaborating on and building to one viewpoint.</li> <li>Often includes images to attract attention.</li> <li>A concluding statement that repeats and reinforces the original point e.g. <i>All the evidence shows that ... It's quite clear that ...</i></li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Personal and direct, often informal (friendly)</li> <li>Emotive language</li> <li>Opinion presented as facts</li> <li>Use of the imperative</li> </ul>

### Skills Progression

EYFS	N/A	N/A
KS1	<ul style="list-style-type: none"> <li>Three-part structure in sentences or short paragraphs. The structure should comprise: a catchy title, opening sentence/paragraph that sums up the viewpoint being presented, a series of positive points to recommend the event or product, and a conclusion drawn from the various points.</li> <li>Focus on a few essential connectives to join ideas and structure the argument:                             <ul style="list-style-type: none"> <li>numerical <i>firstly, secondly...</i>, to list points</li> <li>conjunctions <i>and, but, because, as, when</i> to add information and extend ideas</li> <li><i>if...then...</i>, to persuade e.g. <i>If you enjoy biscuits, you will really enjoy...</i></li> </ul> </li> <li>Effective use of noun phrases to create persuasive devices e.g. <i>delicious chocolate</i></li> <li>Powerful verbs and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Use simple comparatives and superlatives: <i>best, fastest, lighter, tastier</i> etc.</li> <li>Use complete simple or compound sentences with correct punctuation.</li> <li>Use of present tense</li> <li>Written in the 2<sup>nd</sup> person (you) to talk directly to the reader</li> <li>Includes facts</li> <li>Rhetorical questions e.g. <i>Do you want to be the most relaxed person in town? Do you want to be the coolest kid in your class?</i></li> <li>May include a picture of the item and a caption</li> <li>May include a product logo</li> <li>May include a price (if selling something)</li> </ul>

## Skills Progression

LKS2

### As KS1, plus:

Consolidate and extend the text structure introduced in KS1 with:

- A title to hook the reader and capture the topic clearly e.g. *The Mary Rose – an unmissable experience*
- An introduction which:
  - Invites the reader directly e.g. *Have you ever wondered...?, If you enjoy... don't miss..., What could be easier than to...?*
  - Uses an engaging topic sentence to make clear what is being promoted e.g. *The New Mary Rose exhibition could be just the place to visit this weekend...,*
- A main section that sets out the points in favour in a connected sequence:
  - as a list with numbers, numerical connectives or bullets
  - as a connected paragraph, or series of paragraphs
  - introduce points with a topic sentence or an invitation
- Add information to tempt and entice
- A conclusion to round off e.g. *At the end of your visit why not enjoy..., you can have all this and more for the price of..., Book now. Tickets are available from...,*

- Use a range of persuasive devices:
  - use of informal language: *Join us for a great day out...*
  - imperative, direct forms of address: *Don't forget to ride on the train...*
  - Repetition: *Find us, find the fun...,*
  - Boasting and exaggeration: *The UK's first..., breathtaking..., stunning..., hair-raising..., fantastic..., fabulous..., incredible...,*
  - Short sentences: *Don't wait...try it now...,*
  - Patterns of three: *Make your own T-shirt in 15 minutes: design it, print it, wear it...,*
- Use complex sentences to combine and compress information, create emphasis and make the text more interesting for the reader:
  - relative clauses e.g. *This walkway, which has the one of the longest...,*
  - subordinate clauses: *On the train ride, as you cross the bridge, a red signal will*
- Use a wider range of connecting words and phrases to:
  - Address and invite readers: *See the new..., Have you ever been... etc.*
  - Add information: *as well as..., additionally..., etc.*
  - Mark time and sequence: *when, after, as soon as..., etc.*
  - Change of direction: *but, however, although, etc.*

## Skills Progression

### UKS2

#### As LKS2, with:

- Increased emphasis on applying persuasive writing across the curriculum through writing advertisements, letters, short articles etc., which plead, complain, support, object, persuade on issues arising from History (e.g. *plead for better treatment of children, abolition of slavery*); Geography (e.g. *argue that cars be banned in towns*); Science (e.g. *argue that smoking should be made illegal*).
- In arguments:
  - Try to support your views with reasons or evidence e.g. *...According to the Daily Mail, more than 10,000 homes could face demolition if a proposed third runway is built at Heathrow.*
  - Offer and refute some counter arguments e.g. *Now some people might object that ...*
  - Disguise opinion as fact e.g. *In fact..., The truth is...,* It has frequently been claimed that...
  - Make clear that these are your opinions e.g. *I think..., In my opinion...*
  - Try to persuade using persuasive devices (see opposite)
  - Try to get the reader interested and on side – appear reasonable
  - Make your reader think that the rest of the world, agrees with you e.g. *Everyone agrees that..., We all know that...*
  - Use humour to get people on your side
- Express possibility, speculation and conditionality using modal verbs (*may, might, should, could, would etc.*) and adverbs (*perhaps, surely, possibly*); and phrases such as *provided that..., so long as...*
- Draw on persuasive devices from Y3/4 plus others e.g.:
  - Extreme adjectives and superlatives e.g. *ghastly, appalling, fantastic, the coolest, hideous, fabulous...,*
  - Exaggeration e.g. *...the biggest single change to our town for fifty years..., ...vast numbers of people..., the last place on earth..., great opportunity...,*
  - Emotive language e.g. *No-one would believe that the..., Just imagine the effect that..., ... sprawling across the field...,*
- Language that claims authority disguising opinions to sound like facts e.g. *In fact..., It is said that..., there can be no doubt that...,*
- Rhetorical questions e.g. *Should we all be expected to...? Who would believe that...?*
- Alliteration e.g. *... mean-minded men..., silly and short-sighted..., cheap and cheerful..., funky, friendly and fantastic..., Buy British...*
- Persuasive language e.g. *Surely..., It wouldn't be difficult to..., is bound to be..., there can be little doubt...*
- Persuasive definitions e.g. *No-one but an idiot would..., Every right-thinking person would...,*
- Pandering and condescension: *Naturally it will take time for people to realise..., the ordinary man in the street...,*
- Similes and metaphors e.g. *... like a desert at night..., like shopping in a factory; ...the whole idea is a joke!... ...the hedgerow is a treasure trove for birds, ...and more cars would be a nightmare..., but parking bikes in narrow spaces is a piece of cake.*
- Vary sentence structure, length and type e.g.
  - complex sentences to combine and compress information: *Although a decision is yet to be taken, there is already evidence showing that a new runway could damage the health of local residents...*
  - Short sentences for effect e.g. *No-one wants this.*
  - Sentence openers: *Interestingly..., From our point of view...*
  - Passive voice to sound more formal: *It could be said that..., Additional disturbance would be created by... (Y6)*
  - Conditional and hypothetical (*if...then*) sentences using the subjunctive 'were' *If that's the best they can offer..., If it were to be approved...,*
- Y6 - Make formal and informal vocabulary choices by moving from generic statement to specific examples when key points are being presented.
- Y6 – Use the 2<sup>nd</sup> person to appeal to the reader e.g. *This is just what you've been looking for...*
- 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...*