

English Progression Map: Persuasive Texts

Suggested approaches by year group:

Reception	<ul style="list-style-type: none"> • Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways e.g. pictures of food that make them want to eat things • Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening. • Give oral explanations e.g. their or another's motives; why and how they can persuade or be persuaded. • Begin to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy • Use simple imperative verbs to persuade e.g. creating written rules or labels, for example, please don't touch, please don't break my model • Communicate ideas through simple written sentences eg letter to Santa asking for particular toys for Christmas
Year 1	<ul style="list-style-type: none"> • Read captions, pictures, posters and adverts that are trying to persuade • Write simple examples of persuasion e.g. in the form of a letter to a character in a book. • Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective
Year 2	<ul style="list-style-type: none"> • As part of a wide range of reading, explore persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and the devices that they use • Evaluate simple persuasive devices e.g. say which posters in a shop or TV adverts would make them want to buy something, and why • Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama • Write persuasive texts linked with topics relevant to children's current experience and motivations e.g. persuasive letter to Santa at Christmas, presentation to school council, persuasive letter to a character from a text • Select information that supports the chosen viewpoint
Year 3	<ul style="list-style-type: none"> • Read and evaluate a wider range of persuasive texts, explaining and evaluating responses orally • Through role play and drama explore particular persuasive scenarios e.g. a parent persuading a reluctant child to go to bed, and discuss the effectiveness of different strategies used • Present a persuasive point of view in the form of a letter, beginning to link points together and selecting style and vocabulary appropriate to the reader.
Year 4	<ul style="list-style-type: none"> • Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues) Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these • From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader • Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words • Assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting/school rules, using more formal language appropriately linking points persuasively and selecting style and vocabulary appropriate to the listener/reader • Use graphs, images, visual aids to make the view more convincing.

Year 5	<ul style="list-style-type: none"> • Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate • Read other examples (e.g. newspaper comment, headlines, adverts, fliers) 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 • From reading, collect and investigate use of persuasive devices such as words and phrases -'not a single person...!', 'the truth is...!' • Ask rhetorical questions, e.g. 'are we expected to...?'\ suggest deliberate ambiguities, e.g. 'probably the best...in the world' 'believed to cure all known illnesses' (through the use of vague nouns) • Draft and write individual, group and class persuasive extended texts for real purposes, presenting a clear point of view, commenting on emotive issues, and evaluating effectiveness • Understand how persuasive writing can be adapted for different audiences e.g. a protest aimed at an audience who are already backing your cause, compared with a speech aimed at a neutral audience where greater justification of your point of view is required • Combine persuasion with other text types e.g. instructions, discussion, explanation
Year 6	<p>Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example:</p> <ul style="list-style-type: none"> • the expression, sequence and linking of points • providing persuasive examples, illustration and evidence • pre-empting or answering potential objections • appealing to the known views and feelings of the audience <p>Orally and in writing, construct effective persuasive arguments:</p> <ul style="list-style-type: none"> • using persuasive language techniques to deliberately influence the listener. • developing a point logically and effectively