
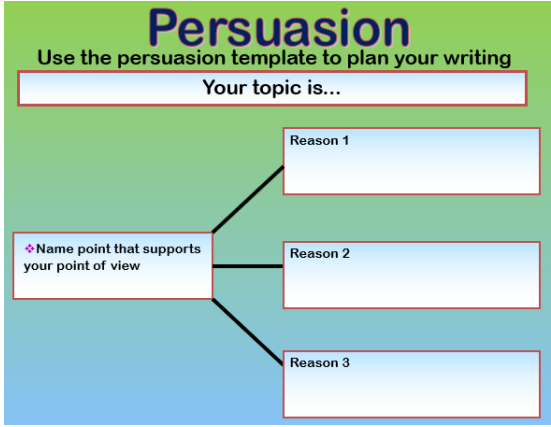


WRITING TO PERSUADE – YEAR 3

TEXT TYPES:

| | | | |
|---------------|--------|--------|--------|
| Advertisement | Letter | Speech | Poster |
|---------------|--------|--------|--------|

| | |
|---|--|
| Letter | Planning Template |
|  |  |

TEXT FEATURES:

| Emotive language | Exaggeration | Repetition | Facts & Statistics |
|---|---|--|---|
| advantage bargain extremely magnificent popular sensational one of a kind | The finest You will be Possibly the best You'll never need to You'll always Just think what Now you can | See ... See ... See ... It's the best for ... It's the best for ... It's the best for ... Come and ... Come and ... Come and ... | people visitors per day ..% of people say ... over fantastic exhibits at least ... years old |

SENTENCE STRUCTURE:

| | |
|--|--|
| <u>2nd person</u> <ul style="list-style-type: none"> You Your You'll Yours | <u>Imperative verbs</u> <ul style="list-style-type: none"> Try Find out Leave Enjoy the |
| <u>Rhetorical question</u> <ul style="list-style-type: none"> Have you always wanted to ...? Why not try ...? | <u>Adverbs for possibility</u> <ul style="list-style-type: none"> Certainly Clearly |
| <u>Capital letters</u> <ul style="list-style-type: none"> Stonehenge Amesbury, Wiltshire | <u>Comma for list</u> <ul style="list-style-type: none"> See our woolly mammoths, cave bears, wolves and wild boars. |

MAKE IT FLOW:

CONJUNCTIONS: FANBOYS ~ although ~ as ~ while ~ until ~ since

CONNECTIVES: also ~ as well as ~ in order to ~ so that ~ for example ~ such as
 luckily ~ hourly ~ rarely ~ as soon as ~ through

WRITING TO PERSUADE – YEAR 4

TEXT TYPES:

| Advertisement | Letter | Speech | Poster | | | | | | | | | |
|--|--------|---|--------|---------|---|----------|---------|---|----------|---------|---|----------|
| Poster & Tourist Guide Brochure <p style="text-align: right;">12 James Avenue. Sutton SP3 7RT March 16th 2010</p> <p>Mr. Richard Billings Sutton School Board 365 Palmer Street Sutton SP3 7RH</p> <p>Dear Mr. Billings</p> <p>On behalf of the Sutton Basketball Association, we would like to ask you to allow us to use the gymnasium on Thursday nights from 7 to 9. When we approached Mr. Harvey, the Headteacher of Sutton School, he said that it was not the policy of the school board to open up the school in the evenings.</p> <p>We are asking you to change the policy so that the youth in our town can have a place to use for organized activities. The evening cleaner is there until ten o'clock and should be able to let us in and lock up after we leave. There will also be at least 4 adults to supervise our activity. In discussion with the players, all said they are willing to pay a pound a night to use the facilities this covering any extra cost that might occur.</p> <p>Our school is a public building paid for with taxes from the community. We feel it should be open to community groups. I hope you will seriously consider our request and get back to us as soon as possible.</p> <p>Yours truly, Sam Allen Sutton Basketball Association</p> | | Planning Template <div style="border: 1px solid black; padding: 10px; text-align: center;"> <h3>Persuasion</h3> <p>Use the persuasion template to plan your writing</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Introduction – Why are you writing?</div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px;">Point 1</td> <td style="text-align: center;">→</td> <td style="border: 1px solid black; border-radius: 50%; padding: 5px;">Evidence</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Point 2</td> <td style="text-align: center;">→</td> <td style="border: 1px solid black; border-radius: 50%; padding: 5px;">Evidence</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Point 3</td> <td style="text-align: center;">→</td> <td style="border: 1px solid black; border-radius: 50%; padding: 5px;">Evidence</td> </tr> </table> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">Conclusion – Summarise and Advise</div> </div> | | Point 1 | → | Evidence | Point 2 | → | Evidence | Point 3 | → | Evidence |
| Point 1 | → | Evidence | | | | | | | | | | |
| Point 2 | → | Evidence | | | | | | | | | | |
| Point 3 | → | Evidence | | | | | | | | | | |

TEXT FEATURES:

| Emotive language | Exaggeration | Repetition | Facts & Statistics |
|---|---|---|--|
| abolish appalled cruel damaging harmful shameful terrible | Probably the worst case in history We've heard that a million times Never before has it been known You'll always | Think about ... Think about ... Think about ... Have you considered ...? Have you considered ...? | It costs just% of deaths million people over half the ... £.... spent on ... |

SENTENCE STRUCTURE:

2nd person

- You
- You'll
- Your
- Yours

Imperative verbs

- Imagine
- Take a moment
- Think
- Worry about

Rhetorical question

- Isn't it time to ...?
- Don't you think that ...?

Adverbs for possibility

- Surely
- Probably

Capital letters

- Syria
- United Nations Refugee Agency

Comma for list

- wars, hardship, environmental damage and climate change.

MAKE IT FLOW:

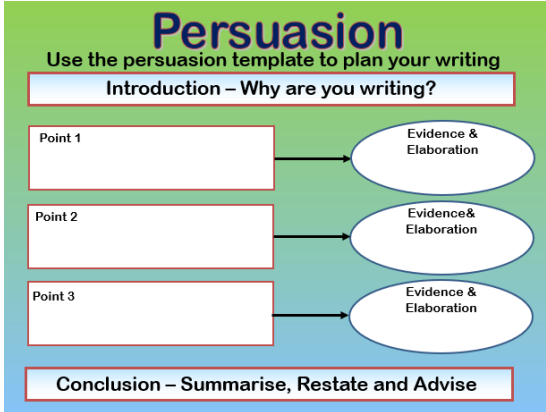
CONJUNCTIONS: FANBOYS ~ AAWWUBBIS ~ either ... or ~ neither ... nor

CONNECTIVES: in addition ~ even though ~ otherwise ~ therefore ~ this results in obviously ~ already ~ next year ~ recently ~ once a month

WRITING TO PERSUADE – YEAR 5

TEXT TYPES:

| | | | |
|---------------|---------------|---------------|-----------------|
| Advert | Letter | Speech | Campaign |
|---------------|---------------|---------------|-----------------|

| Persuasive Speech | Planning Template |
|---|---|
| <p>Speech: Homework should be banned</p> <p>Friends and fellow citizens, I stand before you to talk about a matter that really breaks my heart: the crime of giving schoolchildren homework! Those poor schoolchildren have so much time sucked up in their education, that once they get home they almost have spent the same amount of time at school as their parents spent at their work. After they got home they are ought to make a lot of homework, instead of using this time to rest and spend with their friends. They have to sit in their room, working. Their parents have the freedom of spending their time at home anyway they want to. Those poor schoolchildren have to make homework or they are forced to spend more time at school as a punishment. They go to school for about 8 hours, sometimes there are in between hours, yet in those hours, it is practically impossible to make all of the homework they got. Most teachers give a lot of homework, like these poor children haven't got enough homework to do. When they finished all of the homework there is no time left to spend with their friends. Especially during the teen years friends are the people which get children through the day. Friends are the ones they should spend a lot of time with. According to my point of view, homework is supposed to be banned, since these poor schoolchildren have enough to do and they must have time to spend with their friends. This time is now taken up by homework.</p> |  <p>Persuasion Use the persuasion template to plan your writing</p> <p>Introduction – Why are you writing?</p> <p>Point 1 → Evidence & Elaboration</p> <p>Point 2 → Evidence & Elaboration</p> <p>Point 3 → Evidence & Elaboration</p> <p>Conclusion – Summarise, Restate and Advise</p> |

TEXT FEATURES:

| Emotive language | Exaggeration | Repetition | Facts & Statistics |
|--|---|--|--|
| astounding flawless guaranteed ideal loyal overwhelming tremendous | If you don't ... I will ... A million people would agree with me Obviously the best possible choice Without a doubt ... | I will be the ideal person to ..., ideal because ... You must ... You must ... You must ... | it's 100% verified it will increase by ... not since 1834 ... only 1 in 10 people ... it was discovered that ... |

SENTENCE STRUCTURE:

Modal verbs

- must, mustn't ▪ shall, shall not
- will, won't ▪ would, wouldn't

Imperative verbs

- Ask yourself ▪ Listen to
- Ensure that ▪ Consider

Rhetorical question

- Fed up with ...?
- What are you waiting for?

Adverbs for possibility

- Obviously
- Definitely

Short sentences

- This must stop!
- Give it a chance!

Dashes for parenthesis

- This is your chance – your only chance – to change things.

MAKE IT FLOW:


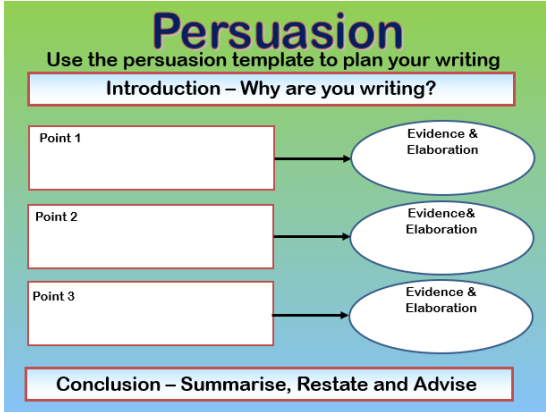
CONJUNCTIONS: FANBOYS ~ AAWWUBBIS ~ so ... as ~ not only ... but also

CONNECTIVES: equally ~ likewise ~ many people believe ~ whereas ~ consequently hence ~ of course ~ the main reason for this ~ in summary

WRITING TO PERSUADE – YEAR 6

TEXT TYPES:

| | | | |
|--------|--------|--------|----------|
| Advert | Letter | Speech | Campaign |
|--------|--------|--------|----------|

| Campaign | Planning Template |
|---|---|
|  |  <p>Persuasion Use the persuasion template to plan your writing</p> <p>Introduction – Why are you writing?</p> <p>Point 1 → Evidence & Elaboration</p> <p>Point 2 → Evidence & Elaboration</p> <p>Point 3 → Evidence & Elaboration</p> <p>Conclusion – Summarise, Restate and Advise</p> |

TEXT FEATURES:

| Emotive language | Exaggeration | Repetition | Facts & Statistics |
|---|--|---|---|
| disturbing polluted negligence poisonous suffocating disgraceful nauseating | Only a fool would believe that ... A billion people can't be wrong, can they? We will be wiped out in the blink of an eye Evidently, you haven't done your research | It's not okay to ... It's not okay to ... It's not okay to ... It is time to ... time to ... time to ... | only ..% chance we only have .. months it's been ... years since less than 1:3 cost of £... billion |

SENTENCE STRUCTURE:

Modal verbs

- may have
- might have
- could have
- ought to

Subjunctive

- If I were you, I would
- We demand that be acted on

Rhetorical question

- Have you considered ... ?
- How can you live with ... ?

Adverbs for possibility

- Evidently
- Inevitably

Short sentences

- We must act now!
- No time to waste!

Dashes for parenthesis

- This is our world – our beloved world – that needs saving.

MAKE IT FLOW:

CONJUNCTIONS: FANBOYS ~ AAWWUBBIS ~ so ... as ~ not only ... but also

CONNECTIVES: furthermore ~ moreover ~ similarly ~ compared with ~ conversely
 in spite of this ~ nevertheless ~ thus ~ resulting in ~ undoubtedly