

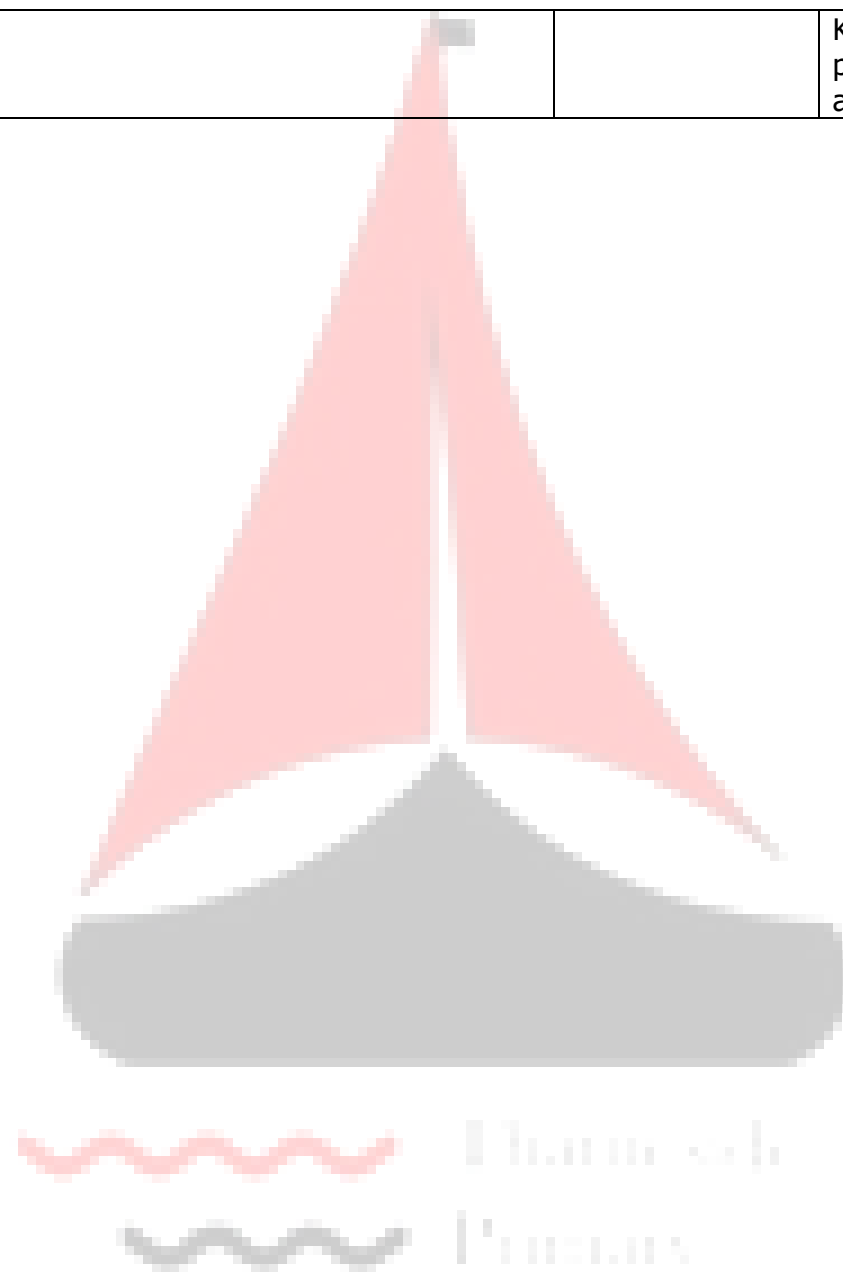
Writing to persuade: persuasive advert, leaflet, campaign and speech – Year 3.

Text Structure	Sentences and Grammar	Useful vocabulary	Word Classes	Punctuation
<p>Clear introduction.</p> <p>Points about subject/issue.</p> <p>Key ideas organised into paragraphs.</p> <p>Sub-headings used to help organise the text.</p> <p>Audience and purpose: Someone who may not know much about the subject.</p> <p>To persuade them to your point of view. (So they will... do what?)</p> <p>It is important to catch their attention, gain their trust and convince them you are right.</p>	<p>Simple and compound sentences used with extra description.</p> <p>Simple and compound sentences used with additional description. Use co-ordinating conjunctions to link two main ideas in a sentence: and, but, so, for, nor, or, yet.</p> <p>Some examples of complex (subordinate clauses used) Using subordinating conjunctions in the middle of sentences: when, if, as, unless, because, while.</p> <p>Appropriate use of present tense.</p> <p>Written in the second person. (you)</p> <p>Some examples of rhetorical questions to engage the reader.</p> <p>Some examples of imperative verbs – Buy it today.</p> <p>The use of proper nouns to name people, places and things.</p> <p>Precise adjectives used for positive description and expanded noun phrases to add detail. Adverbial used: First, also, therefore, on the other hand, in conclusion</p>	<p>Surely,</p> <p>Obviously,</p> <p>Clearly,</p> <p>Don't you think...</p> <p>First,</p> <p>Secondly,</p> <p>My next point is...</p> <p>My own view is...</p> <p>My last point is...</p> <p>My final point is...</p> <p>Imagine</p> <p>Consider</p> <p>Enjoy</p>	<p><u>Noun</u> To form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express moving from one point to another: (First of all, then, next, finally)</p> <p><u>Tense</u> Correct and consistent use of the present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon, after, later.</p>	<p>Use finger spaces between words.</p> <p>Use capital letters and full stops to demarcate sentences.</p> <p>Capital letters for proper nouns.</p> <p>Use a question mark and exclamation mark for rhetorical and exclamatory sentences.</p> <p>Use commas to separate items in a list.</p>

Writing to persuade: persuasive advert, leaflet and speech – Year 4.

Text Structure	Sentences and Grammar	Useful vocabulary	Word Classes	Punctuation
<p>Clear introduction and conclusion.</p> <p>Points about subject/issue.</p> <p>Key ideas organised into paragraphs and links made between paragraphs.</p> <p>Sub-headings used to help organise the text.</p> <p>Topic sentences are used.</p> <p>Audience and purpose: Someone who may not know much about the subject.</p> <p>To persuade them to your point of view. (So they will... do what?)</p> <p>It is important to catch their attention, gain their trust and convince them you are right.</p>	<p>Variation in sentence structures.</p> <p>Compound sentences used with additional description. Use co-ordinating conjunctions to link two main ideas in a sentence: and, but, so, for, nor, or, yet.</p> <p>Subordinate clauses used. Using subordinating conjunctions to join clauses and used as openers: when, if, as, because, while.</p> <p>Appropriate use of present tense.</p> <p>Written in the second person. (you)</p> <p>Examples of rhetorical questions to engage the reader. (Are we expected to?)</p> <p>Examples of imperative verbs – Buy it today. The use of planned repetition and key facts and statistics used.</p> <p>The use of proper nouns to name people, places and things.</p> <p>Precise adjectives used for positive description and expanded noun phrases to add detail.</p> <p>Adverbial used: First, also, therefore, on the other hand, in conclusion</p>	<p>I believe that...</p> <p>It seems to me that...</p> <p>It is clear that...</p> <p>Is it any wonder that?</p> <p>Furthermore,</p> <p>As I see it</p> <p>Inevitably</p> <p>Extremely significant</p> <p>In summary</p> <p>In conclusion</p> <p>The evidence presented...</p> <p>Have you ever thought about?</p> <p>Do you think that?</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English for verb inflections and pronouns.</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express moving from one point to another: (First of all, then, next, finally) Logical conjunctions: however, although, If, then.</p> <p><u>Tense</u> Correct and consistent use of present tense.</p> <p><u>Adverbs</u></p>	<p>Use capital letters and full stops to demarcate sentences. (Non-negotiable)</p> <p>Capital letters for proper nouns.</p> <p>Use question marks, exclamation marks and full stops accurately.</p> <p>Use commas to separate items/ adjectives in a list.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas to mark subordinate clauses.</p> <p>Apostrophe for possession to mark plural nouns.</p>

			Know what an adverbial phrase is. Use of adverbials.	
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Hammock
Pirates

Writing to persuade: persuasive advert, leaflet and speech – Year 5.

Text Structure	Sentences and Grammar	Useful vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Viewpoint is transparent for the reader.</p> <p>Emotive language used throughout to engage the reader.</p> <p>Sub-headings used to help organise the text.</p> <p>Topic sentences are used.</p> <p>Audience and purpose: Someone who may not know much about the subject.</p> <p>To persuade them to your point of view. (So they will... do what?)</p> <p>It is important to catch their attention, gain their trust</p>	<p>Variation in sentence structures.</p> <p>Compound sentences used with additional description. Use co-ordinating conjunctions to link two main ideas in a sentence: and, but, so, for, nor, or, yet.</p> <p>Subordinate clauses used. Using subordinating conjunctions in the middle of sentences and to extend sentences: when, if, as, because, while. Appropriate use of present tense.</p> <p>Written in the second person. (you)</p> <p>Short sentences for emphasis: This has to stop!</p> <p>Examples of rhetorical questions to engage the reader. (Are we expected to?)</p> <p>Examples of imperative verbs and modal verbs to convey urgency – Buy it today! This product will transform your life!</p> <p>The use of deliberate ambiguity – ‘Probably the best’.</p> <p>The use of planned repetition and key facts and statistics used.</p> <p>The use of hyperbole.</p> <p>The use of proper nouns to name people, places and things.</p>	<p>I believe that...</p> <p>It seems to me that...</p> <p>It is clear that...</p> <p>Is it any wonder that?</p> <p>Furthermore,</p> <p>As I see it</p> <p>Inevitably</p> <p>Extremely significant</p> <p>In summary</p> <p>In conclusion</p> <p>The evidence presented...</p> <p>Have you ever thought about?</p>	<p><u>Noun</u> Locate and identify expanded noun phrases. Pronouns used for clarity and cohesion.</p> <p><u>Verbs</u> Use modal verbs to indicate possibility. Prefixes for verbs: dis, de, mis, over, ise, ify.</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express time and cause: time conjunctions (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of present tense and present progressive tense.</p> <p><u>Adverbs</u></p>	<p>Consolidate all previous learning. (Capital letters, full stops, commas in list)</p> <p>Use commas to separate items/ adjectives in a list.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas to mark subordinate clauses including the opening of subordinate clauses and use commas to clarify meaning.</p> <p>To use brackets and dashes for parenthesis including emphasis: This is our chance-our only chance-to make a difference.</p> <p>To use colons and semi colons to list features, attractions or arguments.</p>

and convince them you are right.

Precise adjectives used for positive description and emotion. Expanded noun phrases to add detail.

Adverbials used to convey a sense of certainty. Surely, we can all agree?

Adverbials used: First, Furthermore, In addition, However, Nevertheless, Therefore, Consequently, In conclusion

Do you think that?

Know what an adverbial phrase is.
Fronted adverbials.
Comma after fronted adverbials.
Adverbials of time, place and manner.

To use semi-colons for structure repetition:
Bring your friends; bring your family; bring the whole family.



Writing to persuade: persuasive advert, leaflet and a persuasive speech – Year 6.

Text Structure	Sentences and Grammar	Useful vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Arguments are well constructed that answer the reader's questions.</p> <p>Paragraphs developed with prioritised information.</p> <p>Viewpoint is transparent for the reader.</p> <p>The writer understands the impact of the emotive language used and thinks about the response.</p> <p>Sub-headings used to help organise the text.</p> <p>Topic sentences are used.</p> <p>Audience and purpose: Someone who may not know much about the subject.</p>	<p>Variation in sentence structures.</p> <p>Compound sentences used with additional description. Use co-ordinating conjunctions to link two main ideas in a sentence: and, but, so, for, nor, or, yet.</p> <p>Subordinate clauses used. Using subordinating conjunctions in the middle of sentences and to extend sentences: when, if, as, because, while. Appropriate use of present tense.</p> <p>Written in the second person. (you)</p> <p>Short sentences for emphasis: This has to stop!</p> <p>Examples of rhetorical questions to engage the reader. (Are we expected to?)</p> <p>Examples of imperative verbs and modal verbs to convey urgency – Buy it today! This product will transform your life!</p> <p>The use of deliberate ambiguity – 'Probably the best'.</p> <p>The use of hyperbole and passive voice.</p> <p>Turning fact into opinion.</p> <p>The use of the subjunctive form for formal structure. If I were you...</p>	<p>It appears that...</p> <p>There can be no doubt...</p> <p>It is critical...</p> <p>Fundamentally...</p> <p>How can anyone believe this to be true?</p> <p>Does anyone really believe that?</p> <p>As everyone knows...</p> <p>I cite, For example:</p> <p>I would draw your attention to...</p> <p>I would refer to...</p>	<p><u>Noun</u> Locate and identify expanded noun phrases. Pronouns used for clarity and cohesion.</p> <p><u>Verbs</u> Use modal verbs to indicate possibility. Prefixes for verbs: dis, de, mis, over, ise, ify.</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express time and cause: time conjunctions (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of present tense and present progressive tense.</p> <p><u>Adverbs</u></p>	<p>Consolidate all previous learning. (Capital letters, full stops, commas in list)</p> <p>Use commas to separate items/ adjectives in a list.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas to mark subordinate clauses including the opening of subordinate clauses and use commas to clarify meaning.</p> <p>To use brackets and dashes for parenthesis including emphasis: This is our chance-our only chance-to make a difference.</p> <p>To use colons and semi colons to list features, attractions or arguments.</p>

To persuade them to your point of view. (So they will... do what?)

It is important to catch their attention, gain their trust and convince them you are right.

The use of planned repetition and key facts and statistics used.

The use of proper nouns to name people, places and things.

Precise adjectives used for positive description and emotion. Expanded noun phrases to add detail.

Adverbials used to convey a sense of certainty. Surely, we can all agree?

Adverbials used: First, Furthermore, In addition, However, Nevertheless, Therefore, Consequently, In conclusion

On the basis of the evidence presented...

You will be...

Unmissable...

Take a moment to...

Worried about...

Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and manner.

To use semi-colons for structure repetition: Bring your friends; bring your family; bring the whole family.

