



# Writing to Persuade



	Y3	Y4	Y5	Y6
<b>Genre/ text type</b>	<ul style="list-style-type: none"> <li>• Persuasive adverts</li> <li>• Persuasive Letters</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive adverts</li> <li>• Persuasive letters</li> <li>• Poster</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive Letters</li> <li>• Persuasive advert</li> <li>• Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Adverts</li> <li>• Letters</li> <li>• Speech</li> </ul>
<b>Punctuation</b>	<p>Apostrophes to indicate possession.</p> <p>Possessive apostrophes for plural nouns.</p>	<p>Rhetorical questions.</p> <p>Apostrophes for possession for singular plural nouns.</p> <p>Apostrophe to mark omission for contractions.</p> <p>Exclamatory sentences.</p>		<p>Colons and dashes to mark the boundary between independent clauses.</p>
<b>Grammar</b>	<p>Imperative verbs.</p> <p>Prepositions to express time and cause (e.g. before, after, during, in, because of).</p>	<p>Imperative verbs.</p> <p>The grammatical difference between plural and possessive -s.</p> <p>The difference between singular and plural nouns.</p>	<p>Adverbs to indicate degrees of possibility (e.g. perhaps).</p> <p>Modal verbs also indicate degrees of possibility.</p> <p>Hyperbole.</p>	<p>Vocabulary and structures appropriate for formal speech and writing.</p> <p>Subjunctive form.</p> <p>Hyperbole.</p>
<b>Composition</b>	<p>Paragraphs are used to group related ideas.</p> <p>What headings and subheadings are used for and when to use them.</p> <p>That facts and statistics can be used to persuade.</p> <p>That adjectives can be used positively to persuade.</p>	<p>Planned repetition can be used as a persuasive technique.</p> <p>Paragraphs are used to group related ideas around a theme.</p> <p>That facts and statistics can be used to persuade.</p> <p>That adjectives can be used positively to persuade.</p>	<p>Paragraphs can be used to structure arguments.</p> <p>When it is appropriate to write a precis</p> <p>A precis should contain essential information, retain authors mood and tone and should avoid long sentences.</p> <p>Cohesion</p> <p>That facts and statistics can be used to persuade.</p>	<p>When it is appropriate to write a precis</p> <p>Cohesion</p> <p>That facts and statistics can be used to persuade.</p> <p>When performing a composition to use appropriate intonation, volume and movement.</p> <p>Plan writing by identifying the audience for and the purpose of writing, selecting the appropriate form and using other similar</p>

<p>Label content with headings and subheadings.</p> <p>Examine a piece of informative writing (WAGOLL) to understand structure, vocabulary and grammar.</p> <p>Discuss and record ideas when planning.</p> <p>Compose and rehearse sentences <b>orally</b>, (inc dialogue) building a variety of vocabulary and sentence structures.</p> <p>Use paragraphs to organise in time sequence.</p> <p>Use adjectives for positive description.</p> <p>Evaluate and edit vocabulary, grammar, spelling and punctuation.</p>	<p>Examine a piece of informative writing (WAGOLL) to understand structure, vocabulary and grammar.</p> <p>Discuss and record ideas when planning.</p> <p>Compose and rehearse sentences <b>orally</b>, (inc dialogue) building a variety of vocabulary and sentence structures.</p> <p>Use planned repetition.</p> <p>Use paragraphs to organise in time sequence.</p> <p>Organise paragraphs around a theme.</p> <p>Use adjectives for positive description.</p> <p>Evaluate and edit vocabulary, grammar, spelling and punctuation.</p>	<p>When performing a composition to use appropriate intonation, volume and movement.</p> <p>Use paragraphs to structure arguments.</p> <p>Plan writing by identifying the audience for and the purpose of writing, selecting the appropriate form and using other similar writing as models for their own (Examine a WAGOLL)</p> <p>Note and develop initial ideas, drawing on reading and research.</p> <p>Select appropriate grammar and vocabulary, understanding how choices change and enhance meaning.</p> <p>Precis longer passages.</p> <p>Plan writing by identifying the audience and purpose of writing.</p> <p>Use organisational and presentational devices to structure a text to guide the reader (headings and underlining)</p> <p>Evaluate and edit effectiveness of writing including SPAG to enhance effects and clarify meaning, ensure correct tense is maintained, ensure correct subject verb agreement.</p> <p>Perform compositions using appropriate intonation, volume and movement.</p>	<p>writing as models for their own (Examine a WAGOLL)</p> <p>Note and develop initial ideas, drawing on reading and research.</p> <p>Select appropriate grammar and vocabulary, understanding how choices change and enhance meaning.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Plan writing by identifying the audience and purpose of writing.</p> <p>Select the appropriate form of writing when.</p> <p>Use organisational and presentational devices to structure a text to guide the reader (headings and underlining)</p> <p>Evaluate and edit effectiveness of writing including SPAG to enhance effects and clarify meaning, ensure correct tense is maintained, ensure correct subject verb agreement.</p> <p>Perform compositions using appropriate intonation, volume and movement.</p>
--	--	--	---