



Persuasion: Year 5

Prior Knowledge:

- Children would have been able to argue about a point and express their ideas verbally and in short paragraphs with some details to back up their points.
- Write a paragraph on a given point.
- Begin to use alternative fronted adverbials to sequence ideas for cohesion and fluency.

Key features

Conjunctions	A word which can connect words, phrases and clauses in a sentence
Emotive language	Language used to evoke emotions from an audience
Flattery	The act of praising someone - often because you want something from them
Hyperbole	Making something seem larger, more important, better or worse than it really is
Present tense	Actions which are currently happening or usually performed
Rhetorical questions	A question asked to make a statement- it does not require an answer
Slogan	A short easily remembered phrase, often used to advertise an idea or product

Purpose: A non-fiction text which is written to make the reader do something.

Examples: Advert, letter, reviews, travel brochures, leaflets, posters.

Organisation, structure and

- Read and evaluate letters e.g. from newspapers or magazines intended to inform, protest, complain, persuade considering how they are set out and how language is used to gain attention, respect, manipulate
- Read other examples e.g. newspaper comment 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
- Investigate use of persuasive devices such as words and phrases e.g. 'surely...', 'it wouldn't be very difficult...', persuasive definitions e.g. 'no one but a complete idiot', rhetorical questions e.g. 'are we not expected to?'
- Draft and write individual, group or persuasive letters for real purpose
- Construct an argument in note form or full text to persuade others of a point of view and present to the class
- Understand how persuasive writing can be adapted for different audiences and purposes eg by using formal language where appropriate