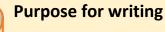
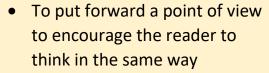




Key subject knowledge

- Opening that provides an overview of the argument presented
- Generalises (many people think..., fruit is...)
- Give examples to support a point of view
- Ordered deliberately to emphasis/promote a stance
- Conclusion to sum up and reinforce point of view
- Adverbials and conjunctions to link ideas and make connections.
- Use strong/powerful adjectives
- May exaggerate
- Use rhetorical questions
- Could be very subtle
- Counter argue any potential points of view
- Present tense
- Could address the reader
- Might include catchy words and slogans
- May disguise opinion as fact
- Emotive language
- May include images to support or emphasis a point of view





Ideas for publication

- Newspaper or magazine article
- Leaflet
- Advert
- Letter
- Poster

Consider carefully who your **audience** will be. This will inform how it is written, how much detail is needed and the level of formality







Progression

The table below illustrates progression in the national curriculum and how it **could** be linked to the text type

-	
	Participate in discussion about what is read to them, taking turns and listening to what other say Explain clearly their understanding of what is read to them (note how the text is encouraging them to think, want or do something)
	Could say and write a sentence/sentences to encourage other to think, want or do something
	Discuss their writing with the teacher or other pupils
Year 1	Read their writing out loud
	Re-read to check for sense
	Use 'and' to join clauses
	Punctuate using capital letters and full stops (other punctuation could be used: question marks, exclamation marks)
	Use a capital letter for people, places, days of week and person pronoun, 'I' as needed
	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction
	Discuss and clarify meanings of words, linking new meanings to known vocabulary (note how these words may encourage them to think, want or do
	something)
	Making inferences on the basis of what is being said and done (the author wants you to think, want or do because)
	Could write narratives about experiences and real events encouraging others to think, want or do something
	Have a clear purpose for writing (make the reader, think, want or do something)
	Before writing, say and note key ideas and appropriate vocabulary
Year 2	Punctuate using capital letter and full stops (other punctuation could be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession)
	Write statements (other sentence types could be used: questions, commands exclamations)
	Noun phrases to describe (and entice the reader)
	Conjunctions
	Adverbs of time to support sequence
	Evaluate writing for sense, correct verb form
	Proof-read for spelling, punctuation and grammar
	Read aloud with appropriate intonation to support meaning

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		Read and discuss a range of persuasive texts that are	Year 3 (Grammar specific)
		structured in different ways and have different	Extend the range of sentences with more than one clause by using a wider range of conjunctions,
		purposes	including when, if, because, although
		Explore and discuss vocabulary and grammar used	Express time, place and cause using conjunctions [for example, when, before, after, while, so,
		and how this may capture the reader's	because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before,
		interest/persuade	after, during, in, because of]
		Ask questions to develop understanding	Introduction to paragraphs as a way to group related material
		Draw inferences	Headings and sub-headings to aid presentation
		Discuss how language, structure and presentation	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to
		are used to persuade	play contrasted with He went out to play]
Yea	ar 3/4	Discuss and record ideas in advance of writing	Year 4 (Grammar specific)
		Evaluate own and other's writing by suggesting	Extend the range of sentences with more than one clause by using a wider range of conjunctions,
		improvements	including when, if, because, although
		Suggest changes to grammar and vocabulary to	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g.
		improve consistency	the teacher expanded to: the strict maths teacher with curly hair)
		Proof-read for spelling and punctuation errors	Fronted adverbials [for example, <u>Later that day</u> , I heard the bad news.]
		Read aloud with appropriate intonation controlling	Use of paragraphs to organise ideas around a theme
		the tone and volume so that the meaning is clear	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid
			repetition
			Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
			Use of commas after fronted adverbials
			Ose of continus area nonteed adversaris



Innovating & Inspiring	; English	on-neuon. Persuasive
	Read and discuss a wider range of persuasive texts	Year 5 (Grammar specific)
	with different structures and purposes	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative
	Comment on how effective a persuasive text is,	pronoun
	giving reasons for their choices.	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for
	Compare persuasive texts: This one will appeal	example, might, should, will, must]
	more to because	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
	Draw inferences	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example,
	Identify how language, structure and presentation contribute to meaning	nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
	Discuss and evaluate how authors use language,	Brackets, dashes or commas to indicate parenthesis
	including figurative language considering the impact	Use of commas to clarify meaning or avoid ambiguity
	on the reader	Use expanded noun phrases to convey complicated information concisely
	Distinguish between statements of fact and opinion	Use the perfect form of verbs to mark relationships of time and cause
	Identify audience and purpose for writing, selecting	Year 6 (Grammar specific)
	the appropriate form and using other similar writing	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal
	as models for their own	speech and writing [for example, find out – discover; ask for – request; go in – enter]
Year 5/6	Note initial ideas, drawing on reading and research	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the</i>
160.370	where necessary	window in the greenhouse versus The window in the greenhouse was broken (by me)].
	Select appropriate grammar and vocabulary, giving	The difference between structures typical of informal speech and structures appropriate for formal
	attention to enhancing meaning	speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of
	Evaluate how effective their own and others' writing	subjunctive forms such as <i>If I were</i> or <i>Were they</i> to come in some very formal writing and speech]
	is	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or
	Propose changes to vocabulary, grammar and	phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in</i>
	punctuation to clarify meaning	contrast, or as a consequence], and ellipsis
	Ensure consistent and correct use of tense	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
	throughout	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for
	Ensure appropriate register for writing	example, It's raining; I'm fed up]
	Proof-read for spelling and punctuation errors	Use of the colon to introduce a list and use of semi-colons within lists
		Punctuation of bullet points to list information
		How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating
		shark, or recover versus re-cover]
		Use expanded noun phrases to convey complicated information concisely
	1	

Use the perfect form of verbs to mark relationships of time and cause