



Persuasive writing progression grid (Y1 to 6)

Persuasion in Key Stage 1			
Suggested contexts: role play, points of view, posters, letters			
Year 1			
Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> • Use of the prefix un- to change the meaning of verbs and adverbs • First & second person 	<ul style="list-style-type: none"> • Introduce commands as sentence type • Oral rehearsal of sentence structure • Joining words and joining clauses using 'and' and 'because' 	<ul style="list-style-type: none"> • Sequencing sentences to form short passages 	<ul style="list-style-type: none"> • Separating words with spaces • Use of capital letters and full stops to demarcate sentences • Introduction to question marks and exclamation marks to demarcate sentences • Use of capital letters for names and the personal pronoun 'I'
Year 2			
Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> • Formation of adjectives using suffixes (-ful, -less) • Use of -er and -est in adjectives • First, second & third person 	<ul style="list-style-type: none"> • Functions of sentence types: statement, <u>command</u>, exclamation or <u>question</u> (rhetorical) e.g. inclusion of an opening statement that presents the persuasive point of view, • Expanded noun phrases to describe and specify • Power of 3 adjectives • Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because) e.g. extend reasoning using subordination, for example, Vote for me because... 	<ul style="list-style-type: none"> • Correct choice and use of present tense • Use of progressive forms in present and past tense • Imperative verbs 	<ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list e.g. list persuasive arguments, for example, I think I should be school councillor because I like speaking in public, I have lots of good ideas and I listen to other people's ideas. • Apostrophes for singular possession

Persuasion in Lower Key Stage 2

Suggested contexts: role play, points of view, letters, tv & radio adverts

Year 3

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> Use of 'a' or 'an' according to whether the next word starts with a vowel 	<ul style="list-style-type: none"> Formation of subordinate clauses using subordinating conjunctions Use of prepositions (<i>during, in, because of, before, after</i>), adverbs (<i>next, soon, therefore</i>) and conjunctions (<i>when, while, after, because, soon, while</i>) to express time and cause <ul style="list-style-type: none"> Use of subordinating conjunctions as adverbials to express time and cause Use of preposition phrases as adverbials to express time, cause or place 	<ul style="list-style-type: none"> Introduction of paragraphs as a way to group related information <ul style="list-style-type: none"> generate several reasons for a point of view group related persuasive points together Use of present perfect instead of simple past (<i>Residents have complained over several weeks or Doctors have discovered how damaging it can be.</i>) 	<ul style="list-style-type: none"> Consolidation of all KS1 punctuation

Year 4

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> Standard forms of English verb inflections (<i>we were rather than we was, I did rather than I done</i>) Use of articles (<i>a, an, the</i>) and possessive pronouns (<i>my, his, her, their</i> etc) as determiners 	<ul style="list-style-type: none"> Use of a wider range of subordinating conjunctions use connecting adverbs to link persuasive points together and provide further justification, for example, <i>I think that we should be allowed to keep the dragon as a pet because... Furthermore...Additionally....</i> 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme, .e.g. Consider organising paragraphs around persuasive points, and counter-arguments e.g. analyse how a particular view can most convincingly be presented, <ul style="list-style-type: none"> ordering points to link them 	<ul style="list-style-type: none"> Use of commas after fronted adverbials Apostrophes for plural possession

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| | <ul style="list-style-type: none"> • use adverbs which show cause and effect rather than adverbs of time /conjunctions to offer justification of a point of view, for example, <ul style="list-style-type: none"> ➤ You should buy this product <u>so that</u> you are the envy of all your friends ➤ The trainer is brightly coloured, <u>therefore</u> you will be seen in the dark. • Use of preposition phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency. • Noun phrases further expanded by adding adjectives and prepositions to modify the noun e.g. explore the use of expanded noun phrases in advertising, <ul style="list-style-type: none"> ➤ the beach with its mile long stretch of golden white sand... ➤ rich, velvety chocolate harvested from the heart of the Amazonian rainforest... | <p>together so that one follows from another</p> <ul style="list-style-type: none"> ➤ how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments ➤ how a closing statement repeats and reinforces the original/opening statement or viewpoint, for example, All the evidence shows that...It's quite clear that...Having seen all that we offer you, there can be no doubt that we are the best. <ul style="list-style-type: none"> • Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition | |
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Persuasion in Upper Key Stage 2

Suggested contexts: role play, editorials, formal & informal letters , magazine articles, debate

Year 5

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes (-ate, -ify, -ise) • Verb prefixes (dis-, de-, mis-, over-, re-) 	<ul style="list-style-type: none"> • Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun, <ul style="list-style-type: none"> ➤ investigate examples of complex sentences, where information is layered up to add additional persuasive detail, and use in own writing, for example, The exquisite silk, which has been hand-stitched by expert weavers from India, glows with rainbow colours. ➤ Experiment with removing relative clauses from example texts and consider the effect • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] e.g. <ul style="list-style-type: none"> ➤ explore the use of adverbs of possibility and modal verbs in forming rhetorical questions, for example, Surely you would not 	<ul style="list-style-type: none"> • Devices to build cohesion within a paragraph (then, after, that, this, firstly) • Use of adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs • Use of reinforcing and opposing connecting adverbs to link ideas between sentences and across paragraphs • Precise tense choice to link ideas (e.g. he had seen her before – past perfect) • Use of correlating conjunctions (e.g. not only... but also...) 	<ul style="list-style-type: none"> • Brackets, dashes and commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity e.g. explore how much additional information can be added to a sentence, without compromising meaning, and how these sentences can be used to overwhelm the reader's senses, for example, 'This decadent chocolate treat, flavoured with bitter-sweet cherry liquor - which is made with care in the Alps - will not only satisfy your hunger, but will no doubt wake up your taste buds, giving them a well-earned break from their usual, boring flavours'.

want...? Can you
imagine...?

- Explore which modal verbs are most commonly used in persuasive writing, for example, those that express certainty and offer a promise or commitment (must, can, will)
- Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency.

Year 6

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> • Difference between formal and informal vocabulary and structures 	<ul style="list-style-type: none"> • Use of the passive to affect the presentation of information in a sentence e.g. <ul style="list-style-type: none"> ➤ explore how the passive can be used to gain support of an audience without dictating who should be responsible for making that action happen, therefore making the action seem less daunting, for example, 'the invaders must be stopped' ➤ consider how the alternative version (in the active voice) might not be so effective in harnessing the support of the audience, for example, 'we (or 'you') must stop the invaders' • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as <u>If I were</u> or <u>Were they to come</u> in some very formal writing and speech], e.g. If I were prime minister, I would... 	<ul style="list-style-type: none"> • Use of a wider range of cohesive devices to link ideas across paragraphs <ul style="list-style-type: none"> ○ repetition of a word or phrase ○ use of a wider range of adverbials ○ ellipsis • Apply persuasive skills in a range of contexts/ structures • Vary and manage paragraphs in a way that support whole structure of the text e.g. single sentence paragraphs to secure an argument, movement of focus from the general to the specific 	<ul style="list-style-type: none"> • Use of semi-colon, colon or dash to mark the boundary between independent clauses • Use of bullets, colons & semi-colons to punctuate lists