

**WRITING TO PERSUADE PROGRESSION**

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|   | RECEPTION  | YEAR 1  | YEAR 2  | YEAR 3  | YEAR 4  | YEAR 5  | YEAR 6  |
| PERSUADE  |  Job applications |  Job applications  |  Job applications | Advert Informal Letter Book blurb Job applications  | Tourist leaflet Informal Letter  Job applications | Campaign / speech Persuasive letter – formal Advert Job applications  | Tourist leaflet Persuasive letter - formal Campaign Job applications  |
| TEXT FEATURES  |  Oral discussions with teachers / adults to offer reasons why children would be appropriate for the classroom job. |  Scaffolds to support reasons for applying and qualities of the person applying  |  Scaffolds to support reasons for applying and qualities of the person applying | Use of 2nd person Planned repetition Facts and statistics Adjectives for positive description Use of colour, text styles, layout and images in advertising  |   | As LKS2 and Personal pronouns Hyperbole (exaggeration) Links to oracy especially for speeches Short sentences Lists of three  |   |
| GRAMMAR AND SENTENCE TEACHING  |   |  Scaffolds to support reasons for applying and qualities of the person applying |  Scaffolds to support reasons for applying and qualities of the person applying | Imperative verbs /commands to convey urgency Expanded noun phrases to add detail and description Rhetorical questions to engage the reader Simple facts and statistic statements.   | As Year 3 and Relative clauses to provide additional enticement Fronted adverbials Subordinate clauses, including as openers    | Imperative and modal verbs to convey urgency. Adverbials to convey a sense of certainty. Short sentences for emphasis. Expanded facts and statistics or use of these for emphasis. Appropriate use of a wide range of sentence structures to retain interest or for effect.  | Parenthesis Separating main clause with a subordinating clause. Commas to mark clauses and support the reader Use of the subjunctive form.   |
| ADVERBIALS AND CONJUNCTIONS  |  Andbecause  |  Andbecause |  Andbecause | Singular fronted adverbs – Firstly, Also, In addition, In conclusion  when, before, after, because, while, if, as,  | As Year 3  In addition, However, On the other hand, Therefore  | Furthermore, Consequently, Despite, As a result, Due to, For example If, when, because, while, as, since, although, unless, for, nor, yet  | Surely, Vitally, Crucially, Without hesitation,   rather, whereas, in order to, whenever, whether, even if,  |
| PUNCTUATION  |   |  Capital letters and full stops |  Capital letters and full stops | Capital letter for proper nouns Commas to mark fronted adverbials. \*Commas to mark subordinate clauses Use ? for rhetorical questions Use ! for exclamatory sentences  | Commas after a subordinate clause to open Begin to use dash for emphasis \*Commas to demarcate relative clauses  | Secure use of commas to mark clauses, including opening subordinating clauses ? and ! for rhetorical and exclamatory sentences. Brackets or dashes for emphasis or to expand with further details, facts and statistics Colons and semi colons to list features, attractions, or arguments as well as separating clauses  | Range and careful selection of parenthesis Colons and semi colons to mark clauses Semi-colons for structure repetition.    |

\* indicates where you can expose the children to this objective in Models of excellence’s or your modelling, but you don’t need to explicitly teach it, or expect the children to use it independently.