

Block 3, Year 5, Persuasive Writing

Entry Point (Hook)		Exit Point (Writing Outcome)	
Children are given a controversial statement (such as students should have to wear uniforms to school). In pairs, they have 5-10 minutes to prepare a one minute speech to persuade the class on their viewpoint.		Independently write a piece of persuasive writing, persuading people to agree with your viewpoint on a specific topic.	
Terminology		Text Structure	
<ul style="list-style-type: none"> • Comma • Clause • Boastful • Embedded • Connectives/Conjunctions • Rhetorical Question • Adverbial phrases • Persuade • Present tense • Paragraph 	<ul style="list-style-type: none"> • Repetition • Introduction • Question • Main body • Ending 	<ul style="list-style-type: none"> • Include an engaging title for your persuasive writing. • Include an introduction – a hook to engage the reader, factual statement or opening question. • Include a main body that is separated into paragraphs for different persuasive points. • Ending – personal opinions, further questions, encouragement to the reader. • Securely and independently use text maps and ‘boxing up’ grids. • Consistent use of present tense in your persuasive writing 	
Word Structure/Language		Sentence Construction	
<ul style="list-style-type: none"> • Boastful language – e.g. magnificent, unbelievable, exciting • Adding connectives/conjunctions – e.g. Furthermore, in addition, Moreover • Cause and effect connectives/conjunctions – e.g. as a result, consequently, because • Persuasive language/devices – e.g. in my opinion, surely you can see, do you really think..., obviously, for this reason, of course, I feel that, it is certain 		<ul style="list-style-type: none"> • Patterns of 3 for persuasion – e.g. Visit, swim, enjoy! • Repetition for persuasion – e.g. never, never, never • Consolidate the use adverbial phrases – Every day, all the time, luckily • Consolidate the use embedded clauses – ,which is very important to us, • Use of rhetorical questions – Surely you can see that.....? 	
Punctuation		Speaking & Listening	
<ul style="list-style-type: none"> • Commas – before and after embedded clauses • Commas – after fronted adverbials • Commas – separate words and phrases • Commas – after adding conjunctions/connectives • Question marks – rhetorical questions 		<ul style="list-style-type: none"> • To debate different issues orally, making clear and convincing arguments. • Group discussion skills and turn taking. • Use feedback from peers and teachers to make improvements to performance. 	