	Progression in persuasion texts								
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Moving Beyond		
Talk about	Read	As part of a wide	Read and	Read and	Read and	Through reading and	Once		
how they	captions,	range of reading,	evaluate a	analyse a	evaluate	analysis, recognise	students		
respond to	pictures,	explore persuasive	wider range of	range of	letters, e.g.	how persuasive	move		
certain	posters and	texts (posters,	persuasive	persuasive	from	arguments are	beyond		
words,	adverts that	adverts, etc.) and	texts,	texts to	newspapers or	constructed to be	Year 6 age		
stories	are trying to	begin to	explaining and	identify	magazines,	effective through,	related		
and	persuade	understand what	evaluating	key	intended to	for example:	expectation		
pictures	Through	they are doing and	responses	features	inform, protest,	the expression,	s, it is		
by	games and	how	orally	(e.g.	complain,	sequence and linking	expected		
behaving	role play	Evaluate simple	Through role	letters to	persuade,	of points	that these		
or wanting	begin to	persuasive devices	play and	newspapers	considering (i)	providing persuasive	writing		
to behave	explore	e.g. say which	drama explore	,	how they are	examples,	skills are		
in	what it	posters in a shop	particular	discussions	set out, and (ii)	illustration and	consolidate		
particular	means to	or TV adverts	persuasive	of issues in	how language is	evidence pre-	d within		
ways e.g.	persuade or	would make them	scenarios e.g.	books, such	used, e.g. to	empting or	more		
pictures of	be	want to buy	a parent	as animal	gain attention,	answering potential	complex		
food that	persuaded,	something, and why	persuading a	welfare or	respect,	objections appealing	topics and		
make them	and what	Continue to	reluctant child	environmen	manipulate	to the known views	contexts as		
want to	different	explore persuading	to go to bed,	tal issues)	Read other	and feelings of the	well as		
eat things	methods	and being	and discuss	Distinguish	examples (e.g.	audience	being		
Watch and	might be	persuaded in a	the	between	newspaper	Orally and in writing,	sustained		
listen	effective	variety of real life	effectiveness	texts which	comment,	construct effective	over more		
when one	Write	situations through	of different	try to	headlines,	persuasive	sophisticat		
person is	simple	role-play and	strategies	persuade	adverts, fliers)	arguments:	ed pieces		
trying to	examples of	drama	used	and those	to compare		of work.		

another to do form of a form of a something or go character in somewhere Recognisin g what is happening. Gruss: Grammar focus: Gristmas, presentation to seplanatio ns e.g. their or another's Joining their or another's Joining my and yand and persuade or be sentences to Sequencing or be Grammar focus: Grammar focu				_		r		T =
do form of a letter to a children's current or go character in somewhere a book motivations e.g. Pecognisin g what is happening. Give oral explanation ns e.g. their or another's oranother's Joining motives; words and persuade or be can be sentences to Sequencing or be do form of a letter to a children's current ochildren's current in the form of a letter, beginning to children's current and motivations e.g. beginning to link points to select information to select information to why and persuade or be sentences to Subordination to be sentences to Subordination form of a letter to a children's current in the form of a letter, beginning to that some example the deliberate use of a letter, beginning to that some example the deliberate use of a character and together and selecting style of each of bias; how opinion can be disguised to persuasiveletter to a character of the reader examples seem like fact of persuasive prossible objections investigate use of persuasive how style devices such as words and using and send of persuasive of persuasive of persuasive devices such as and words and persuade or beautiful to the form of a letter, that some example the deliberate use of and beautiful that some texts might leading to according to a letter, that some texts might leading th	persuade	persuasion	Write persuasive	Present a	that simply	writing which	using persuasive	☐ Through
something or go character in somewhere somewhere Recognisin g what is happening. Give oral explanatio rase.g. to make explanatio rase.g. their or another's motives; words and why and joining the how they can persuade or be motived and persuade or be sentences to sentences or be give or be sentences or be give or be sentences to sentences or be give or be sentences or be give or be sentences or be ginning to that supports the can persuade or be sentences to Subordination or go character in experience and a letter, beginning to a letter, beginning to a letter, beginning to the form of a letter, beginning to link points to on tain of ambiguity, of each of link points to contain of ambiguity, of each of bias; how opinion can be disguised to persuasively and these opinion can be opinion can be disguised to persuasively and investigate use of persuasive of persuas	another to	e.g. in the	texts linked with	persuasive	inform,	informs and	,	reading and
or go character in somewhere somewhere a book motivations e.g. persuasive letter to Santa at together and happening. Give oral explanatio as e.g. to make explanatio range of explanatio another's Joining motives; words and why and joining how they clauses can be motived to sent ences and using and persuade or be sentences to a character of be motived to sent ences or be sentences to a character some the some to somewhere to somewhere a book motivations e.g. beginning to texts might deliberate use of ambiguity, logically and range of examples half-truth, effectively context together and selecting style of each of bias; how opinion can be disguised to persuasively these opinion can be disguised to persuasively the reader examples seem like fact responsible objections focus: writing, investigate use of persuasive devices such as and cause and cause and words and persuade or be sentences to Subordination conjunctions are used to persuasive noun writing to formal how	do	form of a	topics relevant to	point of view	whilst	persuades,	to deliberately	analysis of
somewhere Recognisin Recognisin g what is Grammar to Santa at together and happening. Grieve oral explanation ns e.g. to a character their or another's motives; words and persuase down and together and selecting style another's why and joining that supports the can using and persuade or be sentences to Subordination or be somewhere Recognisin persuasive letter to somewhat is persuasive letter to a character focus: to a character focus: Expressing time, place and words and persuade or be sentences to Subordination conjunctions are used to persuasive noun writing to deliberate use of ambiguity, half-truth, bias; how of ambiguity, half-truth, bias; how of ambiguity, examples of each of these opinion can be disguised to seem like fact persuasively and seem like fact From reading, to collect and investigate use of persuasive devices such as and words and persuade or be sentences to Subordination conjunctions are used to persuasive noun writing to formal how	something	letter to a	children's current	in the form of	recognising	considering for	influence the	persuasive
Recognisin g what is happening. Grammar to Santa at together and selecting style and vocabulary appropriate to to make their or another's motives; words and persuade of the selecting style and towards and towards and towards and persuade of the selecting style and vocabulary appropriate to towards and persuade of the selecting style and vocabulary appropriate to to make the selecting style and vocabulary appropriate to the reader of the reader of the reader of the selecting style and the selecting style opinion can be disguised to seem like fact the reader of the reade	or go	character in	experience and	a letter,	that some	example the	listener.	texts
g what is happening. Grammar focus: Christmas, presentation to school council, now explanatio on se.g. to make persuasive letter their or another's motives; words and persuade of they and persuade of the sentences to a character focus: Why and persuade of the sentences of the sentence of the sentences of the sentences of the sentence of the	somewhere	a book	motivations e.g.	beginning to	texts might	deliberate use	-developing a point	across a
happening. Give oral Give oral Gillustrating points presentation to school council, ns e.g. to make persuasive letter their or another's Joining motives; words and sow they clauses can using and persuade or be sentences to a character for be sentences to sentences to sentences can be and vocabulary appropriate to the reader selecting style and vocabulary these opinion can be disguised to sund these opinion can be disguised to seem like fact persuasively and the reader seamples seem like fact promatically the reader opinion can be disguised to seem like fact persuasively and the reader seamples of From reading, possible objections possible objections of persuasive writing, investigate use of persuasive interests and persuade or be sentences to Subordination conjunctions are used to persuasive noun writing to formal how	Recognisin		persuasive letter	link points	contain	of ambiguity,	logically and	range of
Give oral explanation to school council, appropriate to to make sentences their or another's Joining motives; why and how they clauses can be to seen viewpoint or be sentences to sentences to sentences to sentences to sentences to sentences to sentences and vocabulary appropriate to the reader sexamples to a character to a character of persuasive to collect and the reader sexamples of persuasi	g what is	Grammar	to Santa at	together and	examples	half-truth,	effectively	contexts,
explanatio ns e.g. to make sentences their or another's Joining motives; why and how they clauses can using and persuade or be sentences to sentences to sentences can be sentences and their or sentences and their or another's sentences to sentences to school council, persuasive letter to a character to a character from a text of the reader of the rea	happening.	focus:	Christmas,	selecting style	of each of	bias; how	-supporting and	recognise
ns e.g. to make sentences to a character another's Joining why and joining how they can using and persuade or be sentences to a character to a character from a text supports the can using and persuade or be To make persuasive letter to a character to a character to a character to a character from a text seem like fact From reading, possible objections according to collect and investigate use writing, investigate use writing, investigate of persuasive devices such as and cause and words and persuade or be sentences to Subordination supports the conjunctions are used to persuasive noun writing to formal register of From reading, possible objections according to collect and investigate use known views, interests and devices such as and audience audience and cause using vocabulary phrases, e.gtailoring the how	🛮 Give oral	How words	presentation to	and vocabulary	these	opinion can be	illustrating points	how style
their or another's Joining from a text Select information how they can using and persuade or be Selecting sentences to a character from a text Select information to that supports the can using and persuade or be Their or another's Joining from a text Select information that supports the chosen viewpoint of time, place and cause using and sentences to Subordination to conjunctions of the and cause using the chosen viewpoint of time, place and to conjunctions of the conjunctions of	explanatio	can combine	school council,	appropriate to	From	disguised to	persuasively	and
another's Joining from a text Select information why and joining can using and persuade or be sentences to Subordination of the supports the conjunctions or be Select information focus: Grammar persuasive to collect and investigate use writing, investigate use to of persuasive interests and to of persuasive devices such as and words and audience and audience or persuasive or persuasive noun writing to formal how	ns e.g.	to make	persuasive letter	the reader	examples	seem like fact	-anticipating	register
motives; words and joining that supports the chosen viewpoint time, place and persuade or be Select information that supports the chosen viewpoint time, place and cause using and sentences to Subordination Select information that supports the chosen viewpoint time, place and cause using to conjunctions Writing, investigate use of persuasive of persuasive devices such as audience and audience to persuasive noun writing to formal to conjunctions Writing, investigate use of persuasive of persuasive noun to conjunctions are used to persuasive noun writing to formal to conjunctions	their or	sentences	to a character		of	From reading,	possible objections	may vary
why and joining that supports the chosen viewpoint time, place and cause using and persuade or be sentences to Subordination that supports the chosen viewpoint time, place and cause using time, place and cause using and vocabulary phrases, e.g. persuasive noun writing to formal that supports the chosen viewpoint time, place and audience and cause using vocabulary phrases, e.g. persuasive noun writing to formal how	another's	Joining	from a text	Grammar	persuasive	to collect and	-harnessing the	according
how they clauses using and persuade or be chosen viewpoint chosen viewpoint time, place and cause using and sentences to Subordination time, place and cause using and using conjunctions are used to persuasive noun writing to formal to the and cause and sudience audience and cause using conjunctions are used to persuasive noun writing to formal to the and cause audience audience to persuasive noun writing to formal to the conjunctions are used to persuasive noun writing to formal to the cause audience a	motives;	words and	Select information	focus:	writing,	investigate use	known views,	to
can using and persuade Sequencing sentences to Subordination and cause using and vocabulary phrases, e.g. and words and phrases, e.g. phrases, e.g. persuasive noun writing to formal audience audience to persuasive noun writing to formal how	why and	joining	that supports the	Expressing	investigate	of persuasive	interests and	environmen
persuade Sequencing Sequencing Subordination	how they	clauses	chosen viewpoint	time, place	how style	devices such as	feelings of the	t and
or be sentences to Subordination conjunctions are used to persuasive noun writing to formal how	can	using and		and cause	and	words and	audience	audience
	persuade	Sequencing	Grammar focus:	using	vocabulary	phrases, e.g.	-tailoring the	Identify
nersuaded form short (using when if I for example convince I phrases e.g. I presentation where I persuase	or be	sentences to	Subordination	conjunctions	are used to	persuasive noun	writing to formal	how
persuaded. To mishor (disting when, if, [to example, convince privaces, e.g. presentation where persuade	persuaded.	form short	(using when, if,	[for example,	convince	phrases, e.g.	presentation where	persuasive
Begin to narratives that, because) and when, before, the reader inot a single appropriate devices	Begin to	narratives	that, because) and	when, before,	the reader	'not a single	appropriate	devices and
be able to Separation co-ordination after, while, Evaluate person' -In oral and written argume	be able to	Separation	co-ordination	after, while,	Evaluate	person'	-In oral and written	arguments
negotiate of words (using or, and, but) so, because], advertisem 'every right- texts choose the are link	negotiate	of words	(using or, and, but)	so, because],	advertisem	'every right-	texts choose the	are linked
and solve with spaces e.g. extend adverbs [for ents for thinking person appropriate style within a	and solve	with spaces	e.g. extend	adverbs [for	ents for	thinking person	appropriate style	within and
problems Introductio reasoning using example, then, their would' and form to suit a across	problems	Introductio	reasoning using	example, then,	their	would'	and form to suit a	across
without n to capital subordination, for next, soon, impact, 'the real truth specific purpose and paragra	without	n to capital	subordination, for	next, soon,	impact,	'the real truth	specific purpose and	paragraphs,
aggression letters, full example, Vote for therefore], or appeal and is'; audience, drawing on taking	aggression	letters, full	example, Vote for	therefore], or	appeal and	is';	audience, drawing on	taking
e.g. when stops, me because prepositions honesty, knowledge of careful	e.g. when	stops,	me because	prepositions	honesty,		knowledge of	careful

someone	question	Expanded noun	[for example,	focusing in	rhetorical	different non-	note of how
has taken	marks and	phrases for	before, after,	particular	questions, e.g.	fiction text types	ideas are
their toy	exclamation	description and	during, in,	on how	'are we	and adapting,	developed
Use simple	marks to	specification e.g.	because of]	information	expected to?'	conflating and	through
imperative	demarcate	vote for me	e.g.	about the	'where will	combining these	reference
verbs to	sentences	because I am a	use logical	product is	future	where appropriate	chains e.g.
persuade	Capital	confident, helpful	rather than	presented:	audiences come		the
e.g.	letters for	and kind boy.	temporal	exaggerate	from?';	Grammar focus:	rainforest
creating	names and	How the	adverbs/conju	d claims,	pandering,	Use of the passive	this
written	for the	grammatical	nctions to	tactics for	condescension,	to affect the	dwindling
rules or	personal	patterns in a	offer	grabbing	concession, e.g.	presentation of	biomethe
labels, for	pronoun I	sentence indicate	justification	attention,	'Naturally, it	information in a	impact of
example,		its function as a	of a point of	linguistic	takes time for	sentence e.g.	its loss is
please		statement,	view, for	devices	local	explore how the	incalculable
don't		question,	example,	such as	residents';	passive can be used	□ Vary and
touch,		exclamation or	You should	puns,	deliberate	to gain support of an	manage
please		command e.g.	buy this	jingles,	ambiguities, e.g.	audience without	paragraphs
don't		inclusion of an	product so	alliteration,	'probably the	dictating who should	in a way
break my		opening statement	that you are	invented	bestin the	be responsible for	that
model,		that presents the	the envy of all	words	world'	making that action	support
keep away		persuasive point of	your friends	Assemble	'believed to	happen, therefore	whole
		view, for example,	The trainer is	and	cure all known	making the action	structure
Grammar		Lightmoor Primary	brightly	sequence	illnesses'	seem less daunting,	of the text
focus:		is the best school	coloured	points in	'the	for example, 'the	e.g. single
Know that		in the world.	which means	order to	professional's	invaders must be	sentence
a sentence		Correct choice and	that you will	plan the	choice' (through	stopped'	paragraphs
tells a		consistent use of	be seen in the	presentatio	the use of	consider how the	to secure
whole idea		present tense and	dark.	n of a point	vague nouns)	alternative version	an
		past tense		of view, e.g.		(in the active voice)	argument,

and makes	throughout writing	use connecting	on	Draft and write	might not be so	movement
sense	e.g. know that	adverbs to	hunting/sc	individual, group	effective in	of focus
Awareness	persuasion texts	link persuasive	hool rules,	and class	harnessing the	from the
of listener	are written in the	points	using more	persuasive	support of the	general to
Communica	simple present	together and	formal	extended texts	audience, for	the
te ideas	tense	provide	language	for real	example, 'we (or	
through	Use of capital	further	appropriate	purposes,	'you') must stop the	
simple	letters, full stops,	justification,	ly linking	presenting a	invaders'	
written	question marks and	for example, I	points	clear point of	The difference	
sentences	exclamation marks	think that we	persuasivel	view,	between structures	
e.g. 'Please	to demarcate	should be	y and	commenting on	typical of informal	
don't	sentences	allowed to	selecting	emotive issues,	speech and	
break my	Commas to	keep the	style and	and evaluating	structures	
model'	separate items in a	dragon as a	vocabulary	effectiveness	appropriate for	
(label in	list e.g. list	pet because	appropriate	Understand	formal speech and	
the	persuasive	Furthermore	to the	how persuasive	writing [for	
constructi	arguments, for	Additionally	listener/re	writing can be	example, the use of	
on area /	example, I think I	Introduction	ader	adapted for	question tags: He's	
'Please can	should be school	to paragraphs	Use graphs,	different	your friend, isn't	
I have a	councillor because	as a way to	images,	audiences e.g. a	he? or the use of	
'(I like speaking in	group related	visual aids	protest aimed	subjunctive forms	
letter to	public, I have lots	material e.g.	to make	at an audience	such as If I were or	
Santa)	of good ideas and I	generate	the view	who are already	Were they to come	
	listen to other	several	more	backing your	in some very formal	
	people's ideas.	reasons for a	convincing	cause,	writing and speech],	
		point of view		compared with	e.g. If I were prime	
		group related	Grammar	a speech aimed	minister, I would	
		persuasive	focus:	at a neutral	Linking ideas across	
				audience where	paragraphs using a	

	1			
	points	Noun	greater	wider range of
	together	phrases	justification of	cohesive devices:
		expanded	your point of	repetition of a word
		by the	view is required	or phrase,
		addition of	Combine	grammatical
		modifying	persuasion with	connections [for
		adjectives,	other text	example, the use of
		nouns and	types e.g.	adverbials such as
		preposition	instructions,	on the other hand, in
		phrases e.g.	discussion,	contrast, or as a
		explore the	explanation	consequence], and
		use of	'	ellipsis e.g. collect
		expanded	Grammar	examples of counter
		noun	focus:	argument
		phrases in	Relative clauses	statements and
		advertising,	beginning with	practice writing
		for	who, which,	their own, for
		example,	where, when,	example, 'although
		the beach	whose, that, or	there are many that
		with its	an omitted	would argue that,
		mile long	relative pronoun	there are a growing
		stretch of	e.g.	number of critics
		golden	e.g. investigate	who think that'
		white	examples of	Layout devices [for
		sand	•	•
			complex	example, headings,
		rich,	sentences,	sub-headings,
		velvety	where	columns, bullets, or
		chocolate	information is	tables, to structure
		harvested	layered up to	text]

£10 0 10 10 0	- d d - d d: b : - : - l	Dunaturation of bullet
from the	add additional	Punctuation of bullet
heart of	persuasive	points to list
the	detail, and use	information
Amazonian	in own writing,	
rainforest	for example,	
Fronted	The exquisite	
adverbials	silk, which has	
e.g. use a	been hand-	
wider range	stitched by	
of	expert weavers	
adverbs/ad	from India,	
verbials	glows with	
(building on	rainbow colours.	
the range	Experiment	
used in	with removing	
year 3) to	relative clauses	
link	from example	
persuasive	texts and	
points	consider the	
together	effect	
Use of	Indicating	
paragraphs	degrees of	
to organise	possibility using	
ideas	adverbs [for	
around a	example,	
theme e.g.	perhaps, surely]	
investigate	or modal verbs	
where	[for example,	
paragraphs	<u> </u>	

T	1			T	
		move from	might, should,		
		the general	will, must] e.g.		
		to the	explore the use		
		specific,	of adverbs of		
		for	possibility and		
		example,	modal verbs in		
		The hotel	forming		
		is very	rhetorical		
		comfortabl	questions, for		
		e. The beds	example, Surely		
		are soft,	you would not		
		the chairs	want? Can you		
		are made	imagine?		
		to support	Explore which		
		your back	modal verbs are		
		and all	most commonly		
		rooms have	used in		
		thick	persuasive		
		carpets.	writing, for		
		Consider	example, those		
		organising	that express		
		paragraphs	certainly and		
		around	offer a promise		
		persuasive	or commitment		
		points, and	(must, can, will)		
		counter-	Devices to build		
		arguments	cohesion within		
		e.g. analyse	a paragraph		
		how a	[for example,		
			[10. 0; anipio,		

particular then, after
view can that, this,
most firstly]
convincingly Linking ideas
be across
presented, paragraphs
- ordering using adverbials
points to of time [for
link them example, later],
together so place [for
that one example,
follows nearby] and
from number [for
another example,
- how secondly] or
statistics, tense choices
graphs, [for example,
images, he had seen her
visual aids, before]
etc. can be Brackets,
used to dashes or
support or commas to
reinforce indicate
arguments parenthesis
-how a Use of commas
closing to clarify
statement meaning or
repeats and avoid ambiguity
reinforces e.g. explore how

	1			Г	
		the	much additional		
		original/op	information can		
		ening	be added to a		
		statement	sentence,		
		or	without		
		viewpoint,	compromising		
		for	meaning, and		
		example,	how these		
		All the	sentences can		
		evidence	be used to		
		shows	overwhelm the		
		thatIt's	reader's senses,		
		quite clear	for example,		
		thatHavin	'This decadent		
		g seen all	chocolate treat,		
		that we	flavoured with		
		offer you,	bitter-sweet		
		there can	cherry liquor -		
		be no doubt	which is made		
		that we are	with care in the		
		the best.	Alps - will not		
		A ppropriat	only satisfy		
		e choice of	your hunger,		
		pronoun or	but will no		
		noun within	doubt wake up		
		and across	your taste		
		sentences	buds, giving		
		to aid	them a well-		
		cohesion	earned break		
		CONESION	cai nea bi ear		

and avoid from their
repetition usual, boring
e.g. flavours'
investigate
how the
same
subject is
referred to
in many
different
ways in
some
persuasive
texts, in
order to
make it
sound more
appealing
or grand,
for
example,
At The
Mirage we
will make
your taste
buds
tinglethis
5 star
restaurant

		is world famousou r beautiful bistro		