

# Y3/4 Persuasive

## Purpose

To make a case for a particular point of view  
To motivate, move or convince someone towards a certain opinion

## Prior Knowledge

Advertisement using persuasive language features  
Posters and Letters

## Partner Work

Know how to improve my own and my partner's writing focusing on sentences, grammar, punctuation, vocabulary and spelling.

1. Work with a partner.
2. Partner A places their book on top of Partner B's book because Partner A has their book on top they have the purple pen.
3. Partner B reads through the work and gives suggestions on what they think could be improved/edited and Partner A has to decide whether to take the advice or not.
4. After 5mins swap your books over.
5. Partner B has their book on top of Partner A's and the pen is given to Partner B so they now have the purple pen.
6. When it is a final piece of work, you may provide a response about the whole piece.

## Types of Persuasive Text

Advertisements – Travel Brochure – Political Pamphlet – Complaint Letter – Magazine Article

## Organisation for your writing

Feature	Tick
Your writing has a clear introduction and conclusion. (In conclusion, In summary,	
Paragraphs are grouped around key ideas/subjects and issues.	
You argue for one point of view	
You use topic sentences and subheadings to group your ideas.	

### Persuasion organisation 2

Introduction  
What? Who? Where? When?



\* Point 1



\* Point 2



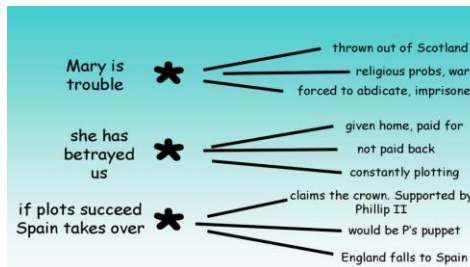
\* Point 3



Conclusion  
Summing up

When you have planned your points, you can choose whether to write one paragraph per point or group them together

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## Language Features

<b>Coordinating Conjunctions</b>	for, and, nor, but, or, yet, so
<b>Subordinating Conjunctions</b>	although, because, now that, until, while, despite the fact, even though, nevertheless
<b>Causal Conjunctions</b>	therefore, consequently, as a result, since
<b>Expanded Noun Phases</b>	...around the corner, the long-bearded old man...
<b>Prepositional Phrases</b>	...down by the stream... ...under the bridge...
<b>Relative Clause</b>	The boy, <i>who was in the team</i> , missed training.
<b>Rhetorical Question</b>	Wouldn't you want to go to the USA?
<b>Emotive Language</b>	Surely you want to save the pandas. Clearly everyone needs to protect them. I implore you to consider.
<b>Opinion into Fact</b>	The fact is that we need them. The real truth is we must protect them. It is clear that we must follow.

## Punctuation

<b>Brackets</b>	The boys (Samuel and Paul) went to the park as usual.
<b>Commas</b>	Commas after fronted adverbials At midnight, he visited the skate park.  Commas after a list The boy bought a car, a comic and some sweets.  Commas to separate clauses <i>Although</i> the girl was small, she could kick a football a long way.
<b>Apostrophe for possession</b>	Apostrophes for singular and plural possession ( <i>the panda's fur, the children's toys, the boys' jumpers</i> )