

Stating your case ...

Writing Flier 9
Persuasion



National
Literacy
Strategy

In everyday life we are all bombarded with persuasive texts: advertisements, magazine articles, brochures, leaflets, fliers. Writing such texts for themselves helps pupils develop awareness of the techniques others use to influence their thinking. However, in order to back up their opinions with convincing evidence, pupils need to be knowledgeable about the subject matter.

The National Curriculum provides many opportunities for pupils to develop a depth of knowledge on particular topics, which can then be brought to the Literacy Hour to inform persuasive writing:

- **geography**, e.g. pupils can express their own viewpoints on topics 'In the News' or local issues, such as 'Should the High Street be closed to traffic?'
- **history**, e.g. a local history study or visit to a museum can provide background information for a publicity campaign and brochure
- **science**, e.g. knowledge about teeth and nutrition can be used in compiling leaflets, posters or articles promoting a healthy lifestyle
- **PSHE and citizenship**, e.g. pupils could devise campaigns about bullying, road safety, stranger danger.

To put forward their case in writing, pupils must select and organise information, usually as a series of major points, each of which may require elaboration (explanation, evidence and/or examples). Notes on a 'skeleton' framework can help with this organisation.

Pupils also need to understand how writers use persuasive devices, such as vocabulary choice, rhetorical questions and the selective use of evidence, in order to influence the reader. Writing persuasive texts will also support children in comparing views when writing a discussion (see Flier 10).

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Surveys and fieldwork can lead to an understanding of issues, as well as providing data which can be used in writing tasks.

department for
education and skills

Find out more about persuasion



Further case studies (Y1-Y6) can be found on the NLS website:

www.standards.dfes.gov.uk/literacy

See also pages 154-155, *Grammar for writing* and *Developing early writing*.

During work on 'Water' in geography, Year 5 pupils investigate how much water is used daily in the average home.

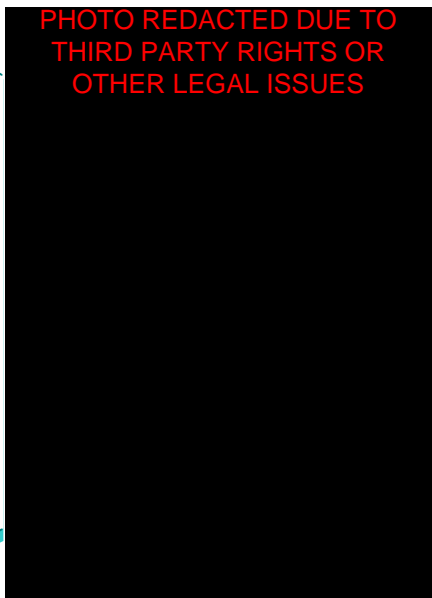
1

The pupils are amazed and concerned at how much water is wasted by the average family.



2

The children plan a publicity campaign for the rest of the school about saving water. It consists of posters, leaflets and a presentation during assembly. They have already studied posters and leaflets in the Literacy Hour and have examined their use of language, design and layout features.

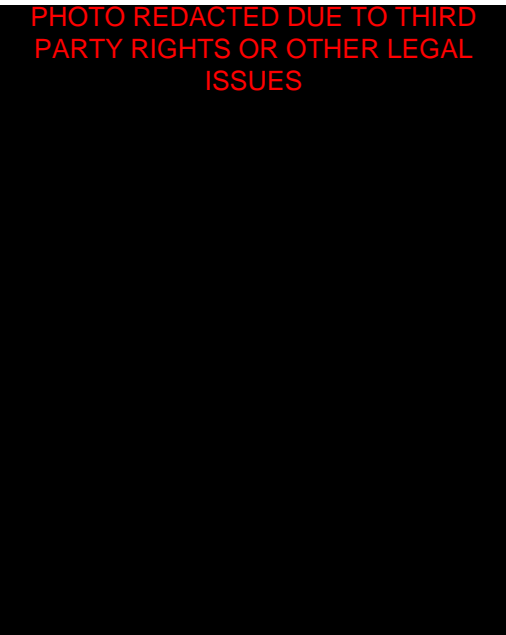


3

During the Literacy Hour, their teacher demonstrates how to make skeleton notes on another issue. In pairs, pupils then reorganise their knowledge about water usage into skeleton notes for a leaflet and presentation. They discuss and improve these notes during a plenary session.

4

Pupils practise using their skeleton notes as the basis of a speech and organise a presentation of this information in assembly.



WATER IS LIFE ...

We all need water to drink, cook and keep ourselves and our homes clean. However, there is only a certain amount of water on our planet, and more people are being born every day. People nowadays also expect a higher standard of living – cleaner homes, better food, more household machines and more goods made in factories. Water is needed to produce all these things.

- Factories use water. For instance, it takes 70 litres of water to make 4.5 litres of petrol.
- Farms need water. For instance, one cow drinks 135 litres of water a day.
- At home, the average person uses 4500 litres of water a year.

If we are not careful, there won't be enough water to go round.

DO YOU WASTE WATER AT HOME?

Think about how you use water at home.

- Every time you flush the toilet it uses 9 litres of water.
- The dishwasher uses 55 litres of water.
- Whenever you have a bath, you use about 90 litres of water.

Why not put a brick in the cistern of your toilet? It would take up space so there would be less room for water, so there would be less when it flushed. Why not offer to wash up instead of using the dishwasher? It only takes about 12 litres, so it saves a lot. Why not have a shower instead of a bath? A shower uses 30 litres, so that's only a third of the bathwater.

COULD YOU RECYCLE SOME WATER?

If you wash the car with a hosepipe it uses about 180 litres of clean water. But if you use a bucket and sponge, you could do it with about 30 litres. And you don't have to use clean water – you could recycle bathwater or washing-up water. If you use a sprinkler to water the garden, it uses about 600 litres of clean water an hour. You could collect rainwater in a water barrel and water the plants with a watering can.

MORE TIPS

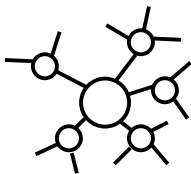
- Turn off the tap when brushing your teeth.
- Don't fill the kettle – just put in what you need.
- Tell your parents about dripping taps.
- Make a note of how much water your family uses in a week, and talk about how you could save some.

DON'T WASTE IT!

Making notes for persuasion writing

There are many types of persuasion text – from advertisements in which much of the message is conveyed visually (illustrations, graphics, colour) to carefully argued essays. The **basic bullet + elaboration** skeleton can be adapted to plan most of these: main point + extra detail or examples.

A **spidergram** is useful for brainstorming and organising ideas.



point	evidence

Another possible format is a chart, to list **point + evidence** or **point + persuasive language**.



PLANNING PROGRESSION in writing persuasion text

Year 4 Term 3 T21-23

Objective: Assemble and sequence points to plan the presentation of a point of view, using writing frames if necessary to present it in writing.

Example

Shared writing: Teacher demonstrates how to create skeleton notes for a letter to the press putting forward a point of view on an issue.

Individual/guided work: Pupils choose issues on which to assemble information and create notes; use these to write letters to the press (if necessary using writing frame based on teacher's model).

Year 4 Term 3 T25

Objective: Design an advertising poster or jingle.

Example

Shared writing: Teacher demonstrates how to create a poster/jingle for an imagined product.

Individual/guided work: Pupils create own posters/jingles in the same way.

Year 5 Term 3 T17-19

Objective: Draft and write letters expressing a point of view for real purposes; write a commentary on an issue, setting out and justifying a personal viewpoint; construct an argument to persuade others, present and evaluate it.

Example

Shared work: Teacher demonstrates how to create skeleton notes on an issue and use to write a leaflet justifying viewpoint, a letter to a relevant agency, and a persuasive speech.

Individual/guided work: Pupils choose issues to research and write about in the same way.

Year 6 Term 2 T18

Objective: To construct and write effective arguments.

Example

Shared work: Teacher demonstrates how to create skeleton notes on an issue and use to create a newspaper/magazine article.

Individual/guided work: Pupils choose issues about which to create notes and write similar articles.

Year 6 Term 3 T22

Objective: Select appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.

Example

Shared work: Teacher (1) models how to select appropriate non-fiction text type for a piece of writing; (2) revises how to plan and write that text type, depending upon purpose and audience.

Individual/guided work: Pupils, given audience and purpose, select style and form for a range of pieces of writing, and plan and write one piece.

National Curriculum and NLS Objectives

The NLS objectives link with and support work in the rest of the curriculum in several ways. We can:

- Bring content knowledge and reading/writing activities from the curriculum into the Literacy Hour. Work in the Literacy Hour is then linked to real purposes for reading, writing, speaking and listening.
- Teach language and literacy in both the Literacy Hour and other subjects, weaving the work in subjects and the Literacy Hour explicitly together.
- Apply and practise the skills learned in the literacy hour in new contexts in the rest of the curriculum.
- Use language work done in other subjects to access children's English abilities.

Linking QCA Units of Work and NLS Writing Objectives

In order to help with planning, links have been mapped between NLS objectives and existing writing activities within QCA schemes of work for history, geography, science, religious education and design and technology.

Visit the QCA website:



www.qca.org.uk/ca/subjects/english/literacy

NLS Non-Fiction Fliers	
	1: Recount
	2: Instructions
	3: Non-chronological report
	4: Explanation
	5: Persuasion
	6: Discussion

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