Persuasion - Purpose: advert, leaflet, argument
Year 1

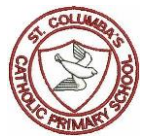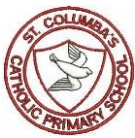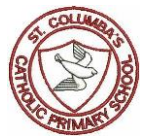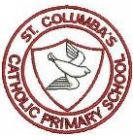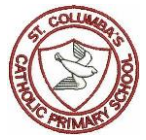| Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas are grouped together for similarity. Writes in first person.	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	It was Brilliant Best Exciting The most Super Fantastic Great It will Now you can Try	**Noun** What a noun is. Regular plural nouns with 'er' **Verbs** Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' **Adjectives** Add 'er' and 'est' to adjectives where no change is needed to root word. **Connectives/conjunctions** Join words and sentences using and/then. **Tense** Simple past tense 'ed'	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.

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Persuasion - Purpose: advert, leaflet, argument
Year 2

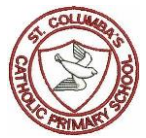| Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written In the present tense. Main ideas organised in groups.	Subject/verb sentences e.g. He was… They were… It happened… Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes Uses rhetorical questions. Uses ambitious adjectives to grab the reader's attention.	The biggest The greatest The longest The tallest I think that I believe that Extraordinary Remarkable	**Noun** Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. **Verbs** Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. **Adjectives** Add 'er' and 'est' to adjectives where no change is needed to root word. **Connectives/conjunctions** Subordination – when, if, that, because Coordination – or, and, but. **Tense** Correct and consistent use of past and present tense. **Adverbs** 'ly' added to adjective to form adverb	Uses spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.

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Persuasion - Purpose: advert, leaflet, argument
Year 3

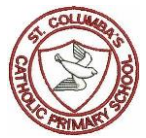| Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organize texts.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. Start sentences with verbs e.g. imagine, consider, enjoy.	Surely Obviously Clearly Don't you think… Firstly Secondly Thirdly My own view is My last point is My final point is Imagine Consider Enjoy	<u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of 'the' <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

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Persuasion - Purpose: advert, leaflet, argument
Year 4

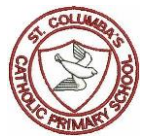| Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences	Variation in sentence structures e.g. While we were at the park… As we arrived… Use embedded/relative clauses e.g. Mrs Holt, who was very angry… The tiger, that was pacing… Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. haven't you always longed for a…?	I believe that It seems to me that It is clear that Is it any wonder that Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion In summary The evidence presented… Have you ever thought about…? Do you think that..? Fed up with…?	**Noun** Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. **Verbs** Standard English forms for verbs. **Adjectives** Choose appropriate adjectives **Connectives/conjunctions** Use a wide range of connectives. **Tense** Correct use of past and present tense. **Adverbs** Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.
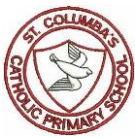
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Persuasion - Purpose: advert, leaflet, argument
Year 5

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.	Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against… Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions… Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths… Prepositional phrases used cleverly. e.g. In the event of a blackout	It appears that… There can be no doubt that.. It is critical.. Fundamentally… How can anyone believe this to be true? Does anyone really believe that? As everyone knows I cite, for example… I would draw your attention to… I would refer to… On the basis of the evidence presented… Phenomenal Unique Unmissable You will be… Don't.. Take a moment to… Isn't it time to…? Worried about…	**Noun** Expanded noun phrases to convey complicated information concisely. **Verbs** Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. **Adjectives** Choose appropriate adjectives **Connectives/conjunctions** Use a wide range of connectives. **Tense** Change tense according to features of the genre. **Adverbs** Link ideas across a text using cohesive devices such as adverbials	Use a wide range of punctuation throughout the writing.

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Persuasion - Purpose: advert, leaflet, argument
Year 6

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. View point is transparent for reader. Emotive language used throughout to engage the reader	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. Persuasive statement are used to change the readers opinion. E.g. you will never need to…	It strikes me that There is no doubt that I am convinced that It appears In my opinion Surely only a fool would consider In addition Furthermore Moreover My evidence to support this is On balance.. Just think how… Now you can… For the rest of your life… Unbelievable Outrageous Incredible	**Noun** Locate and identify expanded noun phrases. **Verbs** Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. **Adjectives** Choose appropriate adjectives **Connectives/conjunctions** Use a wide range of connectives. **Tense** Change tense according to features of the genre. **Adverbs** Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	Consolidate learning. Brackets Dashes Colons Semi colons