

Phase ① What is persuasive writing?

Learning outcomes

- Children can understand features of a persuasive text.
- Children can identify phrases asserting a writer's point of view.

Success criteria

- I can analyse the use of persuasive writing.
- I can understand writers' perspectives from what is written or implied.

Setting the context

This assessment should be carried out once children have had the opportunity to explore the language of persuasive texts on paper and on screen in shared, guided and independent reading. They should have explored the purposes of persuasive text, ie to make someone want to buy something or to act in a certain way. They should also have had opportunities to compare persuasive texts with texts that inform, looking at their similarities and differences. Invite children to identify persuasive features using the photocopiable page 'Visit Venice!'

Assessment opportunity

Children working at levels 4-5 will work independently to select the persuasive features. Children working at levels 2-3 work in a supported group and discuss the text before selecting their answers independently. An adult working with the group can make notes of their oral responses.

Assessment evidence

Children working at levels 2-3 can identify the questions and statistics in the text with help from an adult. They struggle to identify exaggerated language. Children working at levels 4-5 recognise the use of groups of three as a persuasive technique. They notice the alliterative use of 'renewed, refreshed and ready' as effective use of language. They recognise exaggerated language. Use notes made against the class list, oral responses and the completed photocopiable page to provide evidence against Reading AF5 (see also AF6).

Next steps

Support: Provide children with a clear list of the typical features of persuasive writing.

Extension: Invite children to identify and describe persuasive techniques seen when watching television at home.

Key aspects of learning

Enquiry: Children will investigate how different persuasive texts influence the reader.

Information processing: Children will evaluate a range of different persuasive texts that inform, protest or complain, and are able to analyse their language features.

Evaluation: Children will collect and identify different persuasive devices and evaluate them for effectiveness.