

**Suggested Teaching Components**

- Write using the text structure and language features of a persuasive text
- Use appropriate vocabulary
- Write demonstrating some overall cohesion and coherence, e.g. cohesive paragraphs, opening and closing sentences, use of topic sentences
- Recognise and use substitution and ellipsis as features of coherent text
- Use appropriate tone, e.g. formal or informal
- Set out work in a fluent and legible style using appropriate layout
- Use the writing to plan, draft, redraft

**Suggested Themes, Topics and/or Experiences**

All curriculum areas, environment, human rights, current issues, growing up, saying no, school issues, migration, unemployment, family, advertising, government, technology

**Suggested Assessment Tasks**

- Write a letter to the local council regarding a local issue
- Design a poster/ad to persuade, e.g. put the rubbish in the bin

**Sample Strategies****Teacher directed**

- Build field knowledge
- Present a variety of texts to demonstrate purpose and difference between fact and opinion
- Deconstruct texts to show structure and language features (substitution and ellipsis in particular)
- Demonstrate differences between cause/effect/solution

**Joint/guided**

- Complete scaffold of text, e.g. provide elaboration of given point, complete conclusion
- Rank arguments of a particular issue in order of importance, or form a physical continuum of the class members
- Analyse effect on writing of choice of modals, personal/impersonal statements, examples etc.
- Construct and conduct surveys/questionnaires/interviews to explore an identified issue, e.g. bullying, drugs

**Independent**

- Design research project on issue
- Write a letter to the editor based on an issue
- Design a poster/ad to persuade, e.g. putting rubbish in the bin
- Construct a visual text to support a written persuasive text