



## Section 2

# Developing writing

The activities in this section help the children to develop their understanding of persuasive writing and use of persuasive features.

Before beginning the activities, look at a range of persuasive texts. Invite the children to bring in their own examples, including printed advertisements, newspaper/magazine editorials, point-of-view letters and campaign/promotional leaflets. Discuss them and list the persuasive elements in each. Which texts do they feel are most effective, and why?

### Language and structure

Activities 1 to 3 focus on language and structure. The children will:

- examine how paragraphs are used to structure arguments (Activity 1)
- use logical connectives to fill gaps in a newspaper editorial (Activity 2)
- identify and use different types of persuasive language, including appeals to the reader and emotive vocabulary (Activity 3).

### Fact and opinion

Activities 4 to 7 focus on the distinction between fact and opinion, and how both can be used effectively in persuasive writing. The children will:

- identify and use persuasive words effectively (Activity 4)
- select appropriate facts to persuade a particular audience (Activity 5)
- plan a speech giving an opinion supported by facts (Activity 6)
- distinguish facts and opinions in persuasive texts (Activity 7).

### Bringing it all together

Activity 8 provides a persuasive text with scope for improving language, structure and content.

### Using media on the CD-ROM

In activities 9 and 10 the children will:

- consider how photographs can support different arguments
- use photographs when planning their own persuasive text
- listen to a speech, thinking about the speaker's viewpoint and how effectively they use persuasive language.



#### Activity breakdown

##### Language and structure

- Walk to school (page 20)
- Linking ideas (page 20)
- Make it persuasive! (page 21)

##### Fact and opinion

- Advertisements (page 21)
- Starting with facts (page 22)
- I disagree (page 22)
- Fact or opinion? (page 23)

##### Bringing it all together

- Make it better (page 23)

##### Using media on the CD-ROM

- Zoos – good or bad? (page 24)
- Now hear this! (page 24)

## Section 2: Developing writing

### Activity 1: Walk to school

#### Objective

To understand how writers use different structures to create coherence and impact (Year 6 Strand 7).

#### What's on the CD-ROM

##### The smacking debate

- Text extract for analysis.

#### What to do

In this activity, the children think about how to arrange paragraphs in a logical order, to build the arguments and give a point of view.

- Briefly revise work from Section 1 about the organisation of texts that present a point of view. Display Extract 1, 'The smacking debate', and recap on how the arguments are organised into paragraphs. Share examples from your class collection of persuasive texts (see page 19).
- Hand out photocopiable page 25 'Walk to school' and explain that this letter has become jumbled. Give the children time to read the paragraphs, and then work together to arrange them into a logical order. What clues are the children using? Is there more than one way of ordering the paragraphs? Which is the most effective?
- Ask the children to read the re-formed letter and highlight examples of persuasive language.
- Together, discuss and compose a final paragraph for the letter. Elicit that the closing paragraph should summarise the main arguments. Challenge the children to think of a persuasive final sentence that aims to influence the reader to agree with the writer's point of view.

### Activity 2: Linking ideas

#### Objective

To select words and language drawing on their knowledge of literary features and formal and informal writing (Year 6 Strand 9).

#### What's on the CD-ROM

##### Linking ideas

- Select and type in connectives from the word bank.

#### What to do

This activity encourages the children to experiment with connectives by choosing the most appropriate ones to insert in a newspaper editorial.

- Start by sharing samples of persuasive writing from your class collection (see page 19) or from leaflets and newspapers that you have brought in. Look together for logical connectives in the texts, for example, 'Whaling causes suffering, so put an end to it now.' List on the board all the logical connectives children can find or think of.
- Open 'Linking ideas' screens 1 and 2 on the whiteboard and give the children time to read the text. Then fill the gap in the first sentence, demonstrating how to select an appropriate connective from the box.
- Ask volunteers to choose connectives for the remaining gaps. Encourage the children to explain the reasons for their choices and discuss each one as it is raised. Try out several alternatives to confirm the best word for each gap.
- You could ask the children to fill in photocopiable page 26 independently, and write a paragraph summarising their own view on animal experiments. Share the new paragraphs and evaluate the use of connectives and persuasive language features.

## Activity 3: Make it persuasive!

### Objective

To adapt non-narrative forms and styles to write fiction or factual texts, including poems (Year 5 Strand 9).

### What's on the CD-ROM

#### Fit and fantastic!

- Text extract for analysis.

#### Make it persuasive!

- Sample texts to analyse emotive language and adapt into persuasive texts.

### What to do

Here, the children identify emotive language, rhetorical questions and challenges to the reader in a short persuasive text. They then apply these features to make an information text more persuasive.

- Bring in examples of advertisements and flyers using persuasive language and/or display 'Fit and fantastic!' (CD-ROM and photocopiable page 12). Prompt the children to identify persuasive techniques.
- Open 'Make it persuasive!' screen 1. Let the children discuss and highlight the use of emotive language.
- Open screen 2. In pairs let the children write a persuasive version of the text involving the reader and using alliteration, emotive language, exaggeration, logical connectives and rhetorical questions.
- Share the children's new versions and choose one to type on screen. Work as a group to make it even more persuasive. Consider the appearance of the text as well as the choice of words. Try adding an image and experimenting with font styles and sizes.
- Photocopiable page 27 'Make it persuasive!' can be used by children working independently.

## Activity 4: Advertisements

### Objective

To recognise rhetorical devices used to argue, persuade, mislead and sway the reader (Year 6 Strand 7).

### What's on the CD-ROM

#### Advertisements

- Highlight the persuasive language used in three adverts.
- Type notes explaining how each advert works.

### What to do

In this activity, children analyse simple print advertisements. They think about how the texts work, and identify examples of exaggerated and dramatic persuasive language.

- Give the children a collection of magazine advertisements and ask them to work in pairs to choose an advertisement to comment on. They should make notes on: who the advert is aimed at; examples of fact and/or opinion; alliteration, rhythm and rhyme; short sentences, without verbs; comparatives and superlatives; invented words and unconventional spellings.
- Share the children's findings, and open the CD-ROM file 'Advertisements'. Discuss the first text as a group, and encourage volunteers to find and underline examples of persuasive language. Talk about the effect of this language. Remind them of the features they noted at the beginning. Scribe notes in the appropriate text box on screen 2.
- Ask a pair or small group to analyse the other examples in the same way, annotating the text and typing notes on how each one works.
- Photocopiable page 28 can be used for independent work. Encourage the children to carry out the final task, which asks them to create their own advertisements for a CD-ROM encyclopedia and a mini-scooter. Ask them to swap these with a partner and assess the persuasiveness of each other's work.

## Section 2: Developing writing

### Activity 5: Starting with facts

#### Objective

To experiment with the order of sections and paragraphs to achieve different effects (Year 5 Strand 10).

#### What's on the CD-ROM

##### Features of persuasive writing

- A poster for highlighting facts and opinions.

#### What to do

This activity looks at the persuasive powers of different facts about healthy eating to reinforce the distinction between facts and opinions.

- Display the poster 'Features of persuasive writing' (CD-ROM and photocopiable page 18), hiding the annotations. Ask the children to identify facts and opinions. Establish the difference between them (facts can normally be reinforced by evidence; opinions are subjective and difficult to 'prove'). Look at how facts can back up opinions, for example, that the zoo would be a good place for a school trip because a survey shows the majority of children agree.
- Hand out copies of photocopiable page 29 'Starting with facts'. Ask the children to decide which facts are most persuasive. Remind them that the audience for this leaflet is parents, not children. Does this make a difference?
- Explore the reasons why some facts seem more influential than others.
- Encourage the children to use some of the facts in a persuasive leaflet, and share their finished work.

### Activity 6: I disagree

#### Objective

In non-narrative, establish, balance and maintain viewpoints (Year 6 Strand 9).

#### What's on the CD-ROM

##### I disagree

- Type in the speech bubbles arguments for allowing ball games.

#### What to do

In this activity, the children practise two ways of responding to an argument to present the opposing point of view.

- Choose a familiar issue (such as walking to school, keeping healthy or smacking) and briefly present one viewpoint on it. Challenge the children to argue against that viewpoint. Draw out the idea that there are two main ways of doing this: attacking the point of view by challenging its logic or presenting counter-evidence; and arguing for an opposing view, supporting this with reasons and evidence. Help the children to use both approaches.
- Open 'I disagree' screen 1. As you read each anti-ball-game argument, ask the children to take the opposing point of view and suggest counter-arguments. Note down ideas before agreeing on the most effective counter-arguments to use in the speech bubbles.
- Open screen 2 and go through the same process to generate three positive arguments for allowing ball games. Remind the children to consider how they can use facts to support their opinions.
- Photocopiable page 30 'I disagree' offers the same activity in a format suitable for individual or paired work. Encourage the children to develop their notes into a full speech and then have a mini-debate on the subject of ball games.

## Activity 7: Fact or opinion?

### Objective

To recognise rhetorical devices used to argue, persuade, mislead and sway the reader (Year 6 Strand 7).

### What to do

This activity gives the children practice at identifying and distinguishing between facts and opinions.

- Briefly recap on what the children already know about facts and opinions, and ask for an example of each. Remind the children that facts and opinions are often used together in persuasive texts.
- Hand out copies of photocopiable page 31 'Fact or opinion?'. Ask the children to read the passage and tell you what they think is the main message.
- Work through the text, discussing each statement in bold. Work together to mark which are facts and which are opinions, making notes from the children's ideas about how they can tell.
- As a follow-up, encourage the children to write their own short persuasive text using a mixture of facts and opinions (on a subject you suggest or of their own choice). They can then swap with a partner and see how many facts and opinions they can identify in each other's writing.

## Activity 8: Make it better

### Objective

In non-narrative, establish, balance and maintain viewpoints (Year 6 Strand 9).

### What to do

This activity asks the children to edit a 'bad' example of a persuasive text. They are also encouraged to write a short, 'good' example in their own words.

- Hand out copies of photocopiable page 32 'Make it better' and explain to the children that you want them to read the text carefully so that they can edit it to make it persuasive.
- When the children have read the text, share initial ideas for things that are wrong with it as an example of persuasive writing. Write on the board notes on each paragraph. Pause frequently to re-read and discuss the text, sharing the children's ideas. Remind the children to suggest how to improve the text, as well as criticising it.
- Next, work together to write some succinct advice for the author, to help him or her write more persuasively. Talk it through as you adapt the notes, and model the writing out loud before writing it on the board.
- Either individually or as a whole group, ask the children to write a new draft of the text in which they incorporate their suggested improvements.
- As a follow-up activity, encourage the children to write their own persuasive paragraph for or against school uniforms, and share these as a class.

## Section 2: Developing writing

### Activity 9: Zoos – good or bad?

#### Objective

In non-narrative, establish, balance and maintain viewpoints (Year 6 Strand 9).

#### What's on the CD-ROM

##### Zoos – good or bad?

- Drag and drop the four illustrations into the correct column.
- Compose an argument for or against keeping animals in zoos.

#### What to do

This activity explores viewpoints about zoos. The illustrations are a stimulus to develop spoken and written arguments.

- Discuss if it is right to keep animals in zoos, listing arguments on the board. Arguments 'For' might be that they are educational and that they preserve endangered species; arguments 'Against' might be that zoos are unnatural environments and animals may suffer in captivity.
- Display the illustrations. Which illustrations might be used as evidence for and against zoos? Ask the children to categorise each illustration.
- Working in pairs or small groups, tell the children to choose a viewpoint for or against zoos. They should prepare a talk using arguments suggested by the pictures and researching other arguments and related facts. Remind them to use all the persuasive features they have learned. Display the Poster (on the wall or on the board) as a reminder.
- If you wish, the children could select and import one illustration along with their main points onto screen 2 and use this screen when they give their talk.
- Let the groups give their speeches. Then take a class vote.
- Photocopiable page 33 can be used to help them present their arguments in a written format – perhaps as a transcript of the speech, or a letter to a newspaper.

### Activity 10: Now hear this!

#### Objective

To make notes on and use evidence from across a text to explain events or ideas (Year 5 Strand 7).

#### What's on the CD-ROM

##### Media resources

- Listen to and analyse the audio clip.

#### What to do

In this activity, the children listen to and analyse a short speech, identifying the point of view and commenting on the speech.

- Explain that you want the children to listen very carefully to the audio clip you are going to play. Give each child photocopiable page 34 and explain that the first time you play the clip, you want them to make notes about what the speaker's point of view is, and how they know.
- Let the children listen to the audio file and make notes. Discuss the speaker's attitude and how the children identified it.
- Play the file again. This time, ask the children to listen for examples of persuasive language, and make notes again.
- Play the recording a final time, and ask the children to make notes of examples where the speaker is not so persuasive.
- Ask the children to write or audio-record an improved version of this speech, or incorporate ideas from it into their own speeches from Activity 9.

## Walk to school

A parent is drafting a letter to the local newspaper, but his ideas are still jumbled up on his computer.

- Cut out the pieces and arrange them in the best order.
- Then underline the words and phrases the writer uses to persuade people of her point of view.
- Write another paragraph for the letter.

Everyone with children at Pitchford knows just how congested and dangerous the roads around the school become at the beginning and end of the school day.
I do hope that all parents will cooperate in this new scheme – for the benefit of their children’s health, of road safety, and of the environment. Surely it’s not too much to ask.
Some drivers are so selfish and thoughtless that they even park on the pavements, with the result that pedestrians are forced to walk in the road.
Recent research shows that many children take shockingly far too little exercise.
Particles in vehicle emissions can have a devastating effect on health, especially for people who are already suffering from heart or lung problems.
Sooner or later there is bound to be a serious accident, maybe even a fatality.
I am writing to express my support for the ‘Walk to school’ campaign being organised by the parents and staff at Pitchford Street School.
Leaving your car at home will help to reduce this major cause of air pollution.
Walking to school will help to avoid health problems in adult life.

## Section 2: Developing writing

### Linking ideas

- Below is part of a newspaper editorial about experiments using animals. Fill the gaps with these connecting words or phrases to link the ideas. You will need to use some of them more than once.

*also    although    instead    but    because    for example*  
*and    however    unless    as a result of    therefore    if*

Supporters of animal experiments claim that advances in science and medicine will stop \_\_\_\_\_ such experiments continue. They say that researchers minimise suffering \_\_\_\_\_ insist that it is a price we have to pay. They point out that life-saving drugs are available only \_\_\_\_\_ they were tested on animals. They argue that our knowledge of the human body has increased \_\_\_\_\_ investigations into the bodies of other vertebrates. They conclude that progress depends on animal research, and that \_\_\_\_\_ it must continue.

\_\_\_\_\_, this case gets weaker by the day. The argument may be strong when applied to medicines, \_\_\_\_\_ most experiments on animals concern cosmetics, food additives and weapons. Surely the price is not worth paying \_\_\_\_\_ the result is better bullets or more colourful fruit juices.

It is increasingly clear that \_\_\_\_\_ experiments on animals can provide valuable information about humans, they can \_\_\_\_\_ be misleading. \_\_\_\_\_, penicillin saves human lives \_\_\_\_\_ kills guinea pigs; wine and beer make humans drunk \_\_\_\_\_ have no effect on rats \_\_\_\_\_ rats break down alcohol more quickly.

Fortunately, there is a solution to the dilemma: use computers \_\_\_\_\_ of animals.

- Now write a paragraph putting forward your own view about experiments on animals.

## Section 2: Developing writing

## Make it persuasive!

Persuasive texts normally use lots of emotive language – words and phrases that sound exciting and appeal to the reader's thoughts and emotions.

- Here are two versions of a text encouraging children to brush their teeth. Look at the differences in language. Highlight the emotive words and phrases in Version 2.

### Version 1

All children should brush their teeth twice a day.

Children who don't do this will get tooth decay, gum disease and bad breath. Unless children look after their teeth, they will lose them.

### Version 2

#### CALLING ALL CHILDREN!

**Do YOU brush your teeth twice a day?  
If not, start right now – don't delay!**

Why is it SO important to brush your teeth? Well, if you don't, your lovely, healthy white teeth will turn black with decay. They will also start to hurt – a lot! AND you could end up with gum disease, which is also extremely painful. What's more, your breath will smell disgusting. Don't forget – your teeth are meant to last your whole life.

**If you don't look after them, you'll lose them!**

- Write a new version of the text below, using as much emotive language as you can.

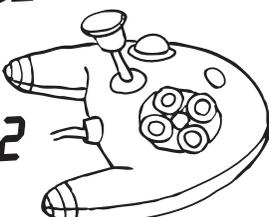
Everyone should wash their hands before they eat. People who don't do this often find that they get ill, because the bacteria on their hands end up in their mouths. This can lead to stomach bugs and infections. It is also very bad manners.

## Section 2: Developing writing

### Advertisements

- Underline the words these advertisements use to persuade people to buy the products. Write a short note explaining how each advertisement works.

## UNMISSABLE BARGAIN!!!



### CARRON X02

THE FAST AND FABULOUS **CARRON X02** - THE ULTIMATE GAMES MACHINE. EASY TO SET UP AND USE. COMES COMPLETE WITH TEN OF YOUR ALL-TIME FAVOURITE GAMES, INCLUDING THE MIND-BENDING **ELEVATOR** AND THE THRILLING **RACE TIME 2**. HOURS OF FUN GUARANTEED.

**Only £70**

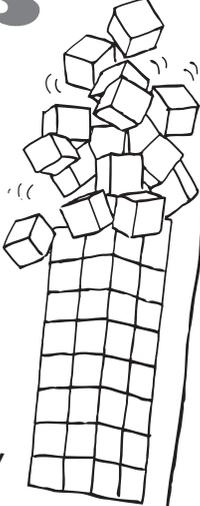
**BIGGEST SAVINGS EVER!**

## TOTTERING TOWERS

**How high?**  
**What shape?**

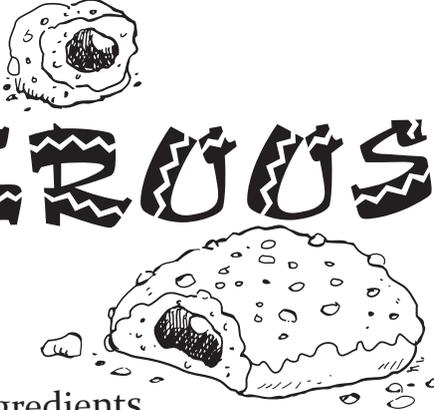
A game that's guaranteed to give all the family hours of fascinating fun.

**30 PIECES** beautifully crafted in wood.



## SNACKERUS

The breakthrough in taste sensation. Full of flavour. Full of goodness. In four delicious flavours. Made from only the finest natural ingredients.



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- Write advertisements for a children's encyclopedia on CD-ROM and a mini-scooter. Think about how to use words to get people interested and make them want to buy.

## Starting with facts

A local education authority is planning a leaflet to persuade parents to use their school meals service. They have started out by listing facts about the service they provide and school meals in general.

- at least two 'main meal' choices every day
- daily 'main meals' nutritionally balanced
- varied menus
- menus include less familiar foods for children to try
- a hot meal offered every day
- a vegetarian option offered every day
- most dishes cooked using fresh ingredients
- no packaging and so is the environmental choice
- no need to spend time shopping for and preparing packed lunches if your child has school meals
- a school meal often costs less than a packed lunch and offers good value for money

● Use these facts as the basis for drafting a leaflet aimed at persuading parents to choose school meals instead of packed lunches. You will need to add new ideas and decide how best to organise the information on the leaflet.

## Section 2: Developing writing

### I disagree

Class HF were having a debate about ball games in the school playground. Here are the three main points for the side arguing against ball games.

- In the speech bubbles opposite write your counter-arguments.

Firstly, ball games take up too much space. This is unfair to other children.

I disagree because...

Secondly, ball games are dangerous. Other children often get knocked over or hit by the ball.

I disagree because...

Thirdly, ball games cause arguments and can lead to fighting.

I disagree because...

- Overleaf write three of your own positive points for allowing ball games.
- Finally, use all of your notes to help you write a speech in favour of ball games.

## Fact or opinion?

- Read the passage below. Look at each statement in bold, and mark it as a fact or an opinion. Add some notes to explain how you decided.

### Fair trade works!

*Fair trade is a way of making sure that farmers and other workers in the developing world get paid a fair price for the goods they produce. If you buy Fairtrade bananas, chocolate, coffee or tea, you are helping some of the poorest people in the world to improve their way of life – and what's more, you'll be enjoying some of the most delicious food and drink in the world! Did you know that there are over 3000 different Fairtrade products on sale in the UK? That's over 3000 chances to make a difference.*

*Fairtrade products usually cost a little bit more than other products. The extra money you pay helps to ensure that farmers and producers earn enough money to afford things like health care, fresh water and schooling for their children. And we would all agree that that can only be a good thing.*

### Notes

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- Now write your own short, persuasive text. Include some facts and some opinions.

## Section 2: Developing writing

### Make it better

Imagine that you are the editor of your class's newspaper. Someone gives you this first draft of an editorial about school uniforms.

*link?* I don't like school uniforms. They make everyone look the same. Nobody likes wearing them. *How does the writer know this?*

The same colour doesn't suit everybody.

It's really horrible having to wear the same old clothes every day. Ties are old-fashioned and lots of children can't do them up properly.

When we take off our sweatshirts for PE, they get mixed up. They say that uniforms look smart, but they get scruffy if you wear them all the time.

My sister says she doesn't like wearing red.

Sometimes children grab each other's ties and pull them hard.

Some people say that school uniforms make you feel proud, and when we go on a visit everyone knows that we are from Pitchford Street School, but I don't agree.

So school uniforms are a bad idea and we should be able to wear what we like, but if we have to wear a uniform it should be blue not red.

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● Write a note to the author explaining the problems with this piece of writing and how to improve it. You can write on and around the text – some examples have been done for you. Think about:

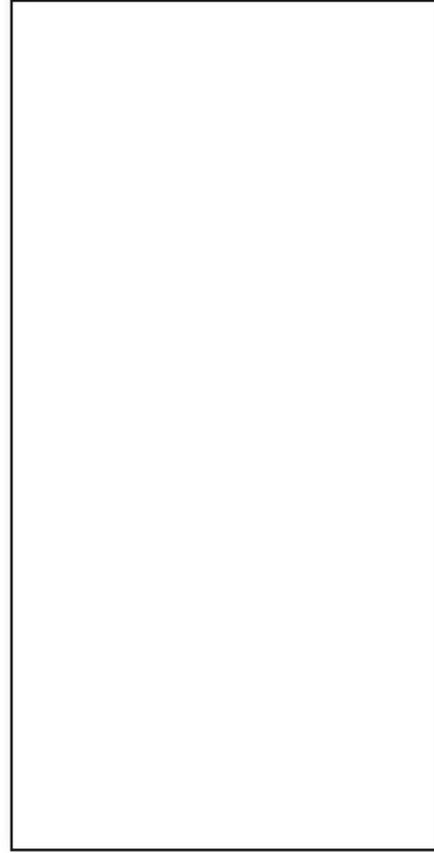
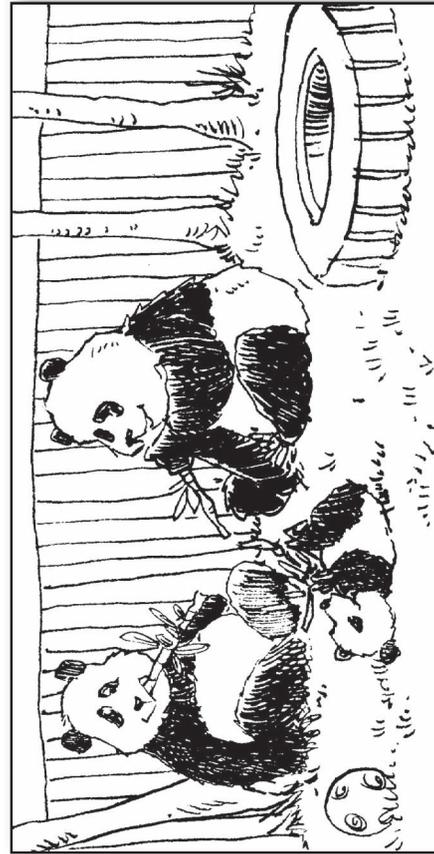
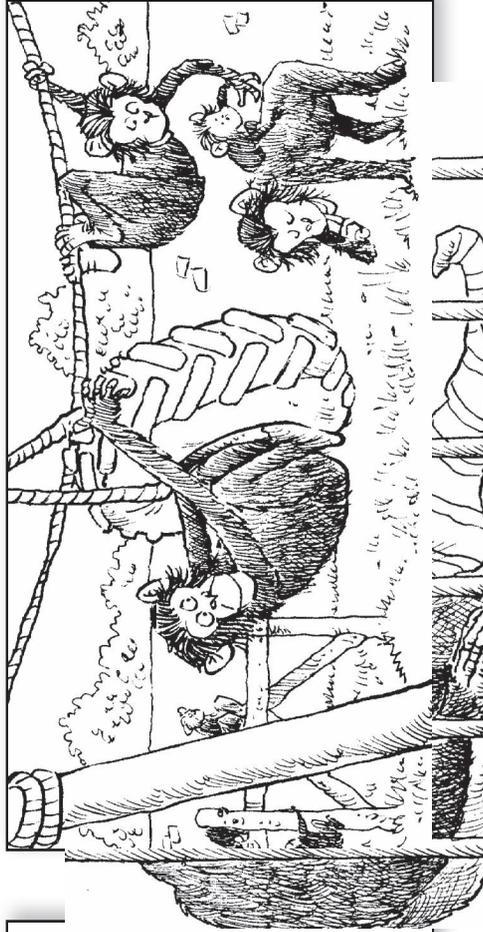
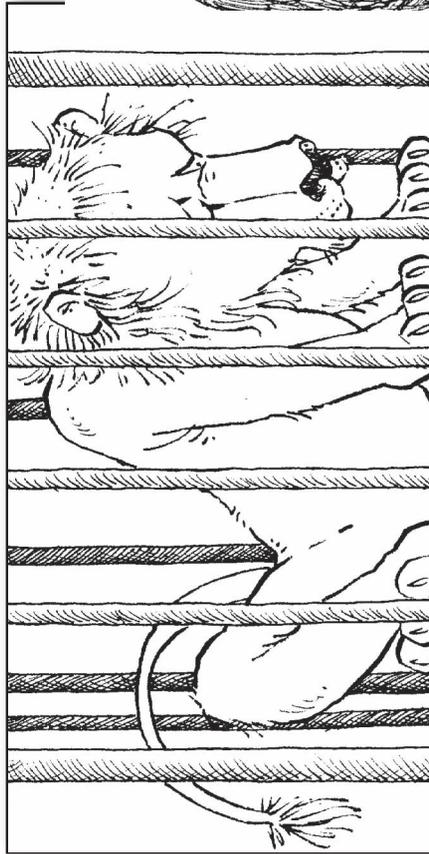
1. how the piece of writing is organised
2. how ideas are connected
3. the use of argument and evidence to support this point of view.

● Now write a paragraph putting one argument 'For' or 'Against' school uniforms to show the writer how it should be done.

Section 2: Developing writing

## Zoos – good or bad?

- Look at these illustrations. For each one, decide if it goes best with a pro-zoo viewpoint or an anti-zoo viewpoint. Choose one of the two viewpoints. Use the photographs to help you write an argument in support of your chosen viewpoint.



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## Section 2: Developing writing

### Now hear this!

- Use this sheet to help you make notes as you listen to the audio clip on the CD-ROM. You will hear the speech more than once.
- You will need to think about the following things:
  1. What is the speaker's main point of view? How do you know?
  2. What examples of persuasive language can you find?
  3. Can you find any examples where the speaker is not so persuasive?

The speaker's main point of view is...	I can tell this because...
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I found these examples of persuasive language...
I thought the speaker was not so persuasive when they said...