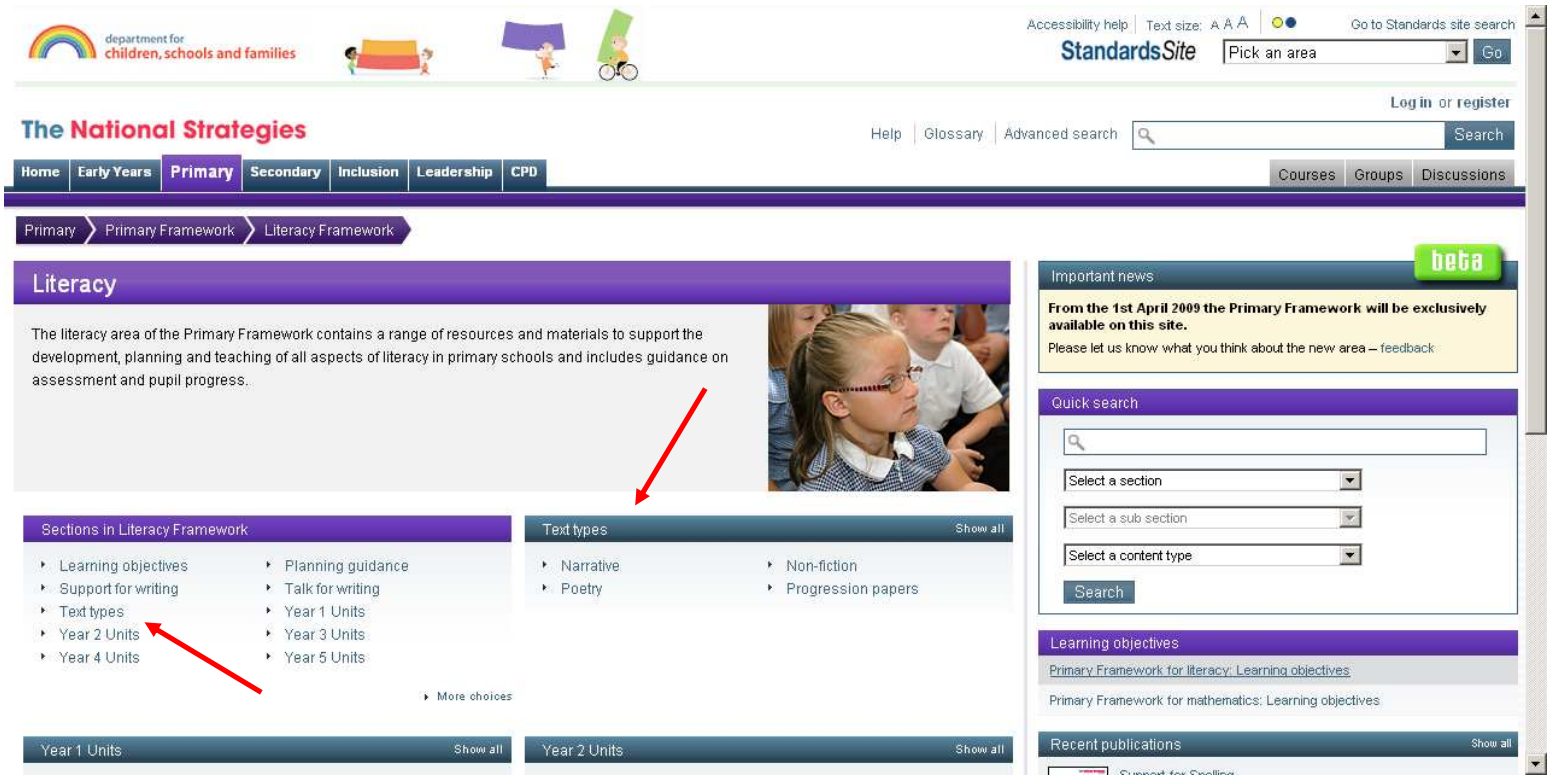
Supporting materials outlined here can be bookmarked within the Primary Framework site by registering. Click on 'register' and follow the on-screen instructions. Bookmarked pages can then be accessed from any computer once the user has logged in.

Text Type Papers

http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework/literacyframework



Text type papers can support you in understanding what different text types contain – they include details of the text type's generic structure, language features and knowledge for the writer. Downloading a text type paper means you can also access support regarding how you might teach the text type, including working with pupils who have special needs, have English as an additional language and those who are gifted and talented.

Text type papers can be accessed either through the unit plan or by clicking on the links on the Literacy homepage.

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texts

Persuasion texts

Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts.

Purpose:

To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.

A table showing core elements and aspects of persuasion texts to support teaching and learning

Generic structure	Language features	Knowledge for the writer
• An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea.) • Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have …) • A closing statement repeats and reinforces the original thesis. (All the evidence shows that … It's quite clear that … Having seen all that we offer you, there can be no doubt that we are the best.)	• Written in simple present tense. • Often refers to generic rather than specific participants. (Vegetables are good for you. They …) • Uses logical rather than temporal connectives. (This proves that … So it's clear … Therefore …) • Tends to move from general to specific when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.) • Use of rhetorical questions. (Do you want to get left behind in the race to be fashionable? Want to be the most relaxed person in town? So what do you have to do?) • Text is often combined with other	• Decide on the viewpoint you want to present and carefully select the information that supports it. • Organise the main points to be made in the best order and decide which persuasive information you will add to support each. • Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. • Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant. • Try to appear reasonable and use facts rather than emotive comments. • Choose strong, positive words and phrases and avoid sounding negative.

Year 6 Non-fiction Unit 3 – Argument

Year 6 literacy revision Unit 2 – Reading and writing non-fiction

Progression paper on persuasion text

Learning objectives

Primary Framework for literacy: Learning objectives

Primary Framework for mathematics: Learning objectives

See also

Primary Framework for literacy: Text types

Progression in non-chronological report

Standards files

Year 1 Non-fiction Unit 2 – Instructions (persuasion)

Year 3 literacy planning: Non-fiction

Year 6 literacy revision Unit 2 – Reading and writing non-fiction

Help Show all

What does 'Send' mean at the top of an article?

How do I bookmark?

Can I edit a comment?

How do I remove a bookmark?

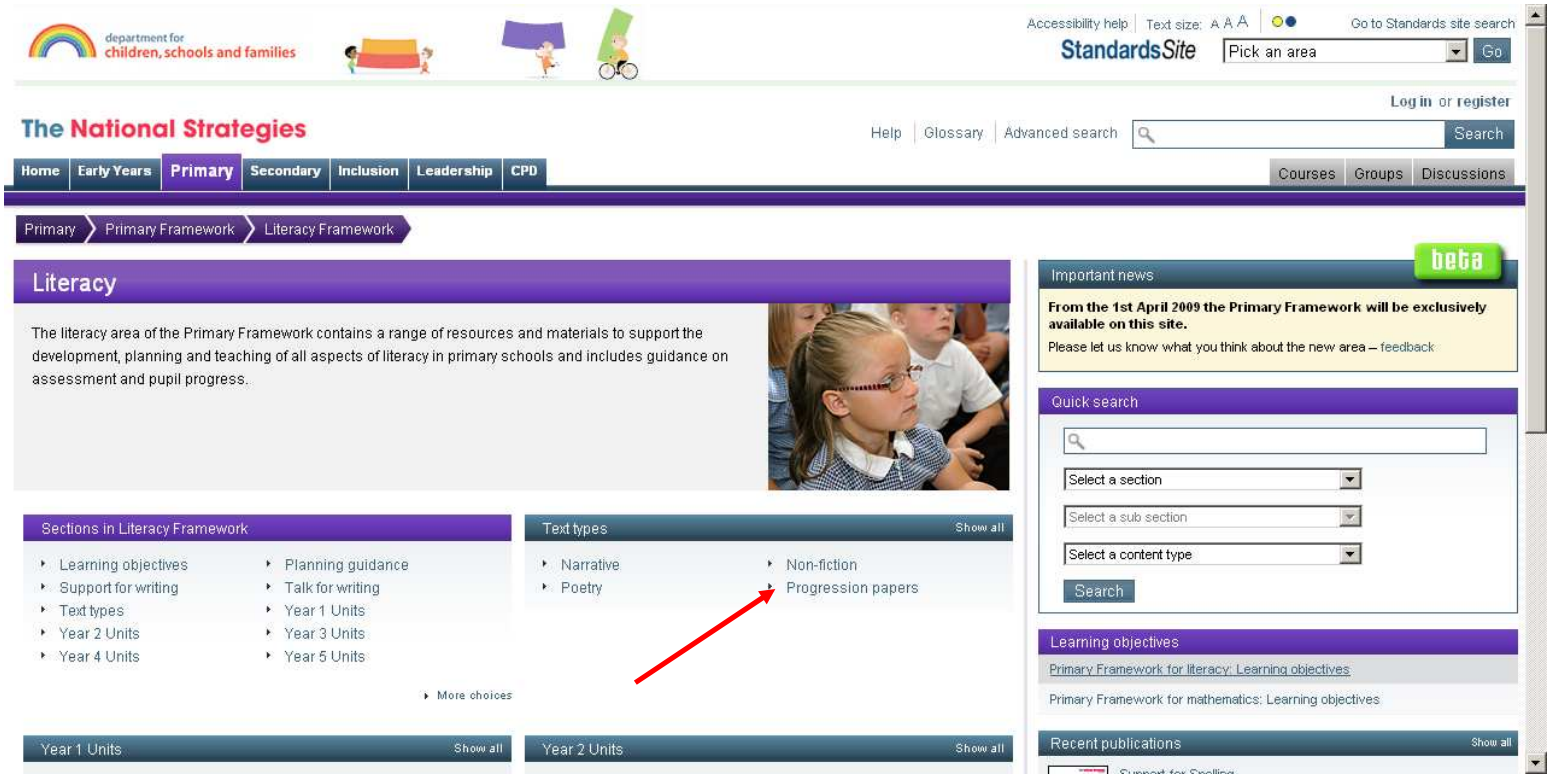
Video tutorial: The Framework for secondary Mathematics

What is 3rd party bookmarking?

Supporting materials outlined here can be bookmarked within the Primary Framework site by registering. Click on 'register' and follow the on-screen instructions. Bookmarked pages can then be accessed from any computer once the user has logged in.

Progression Papers

http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework/literacyframework



Progression papers give a short overview of what each text type is. Once a paper is downloaded, it allows the reader to view expectations regarding what pupils in each group learn about the given text type.

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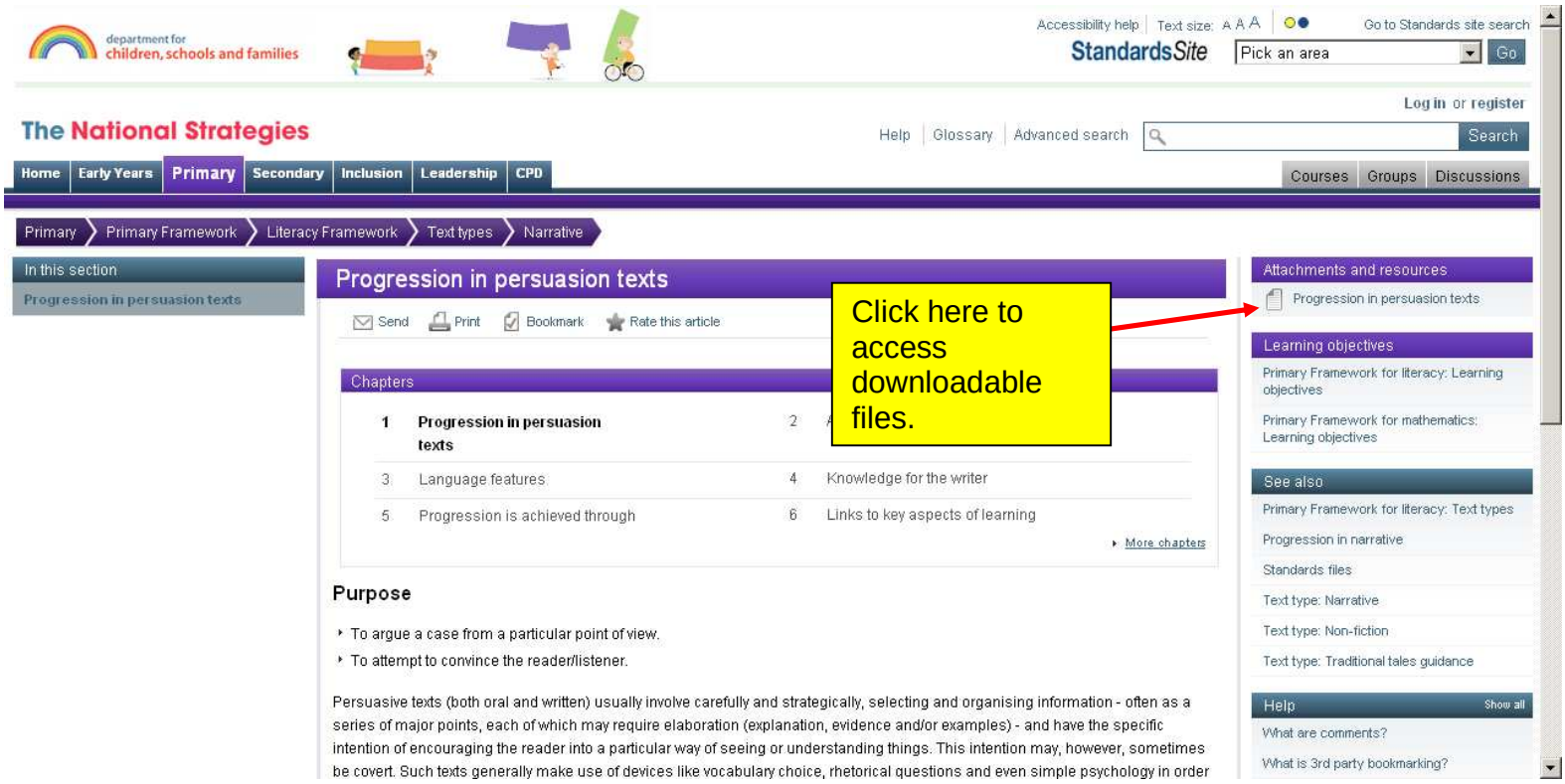
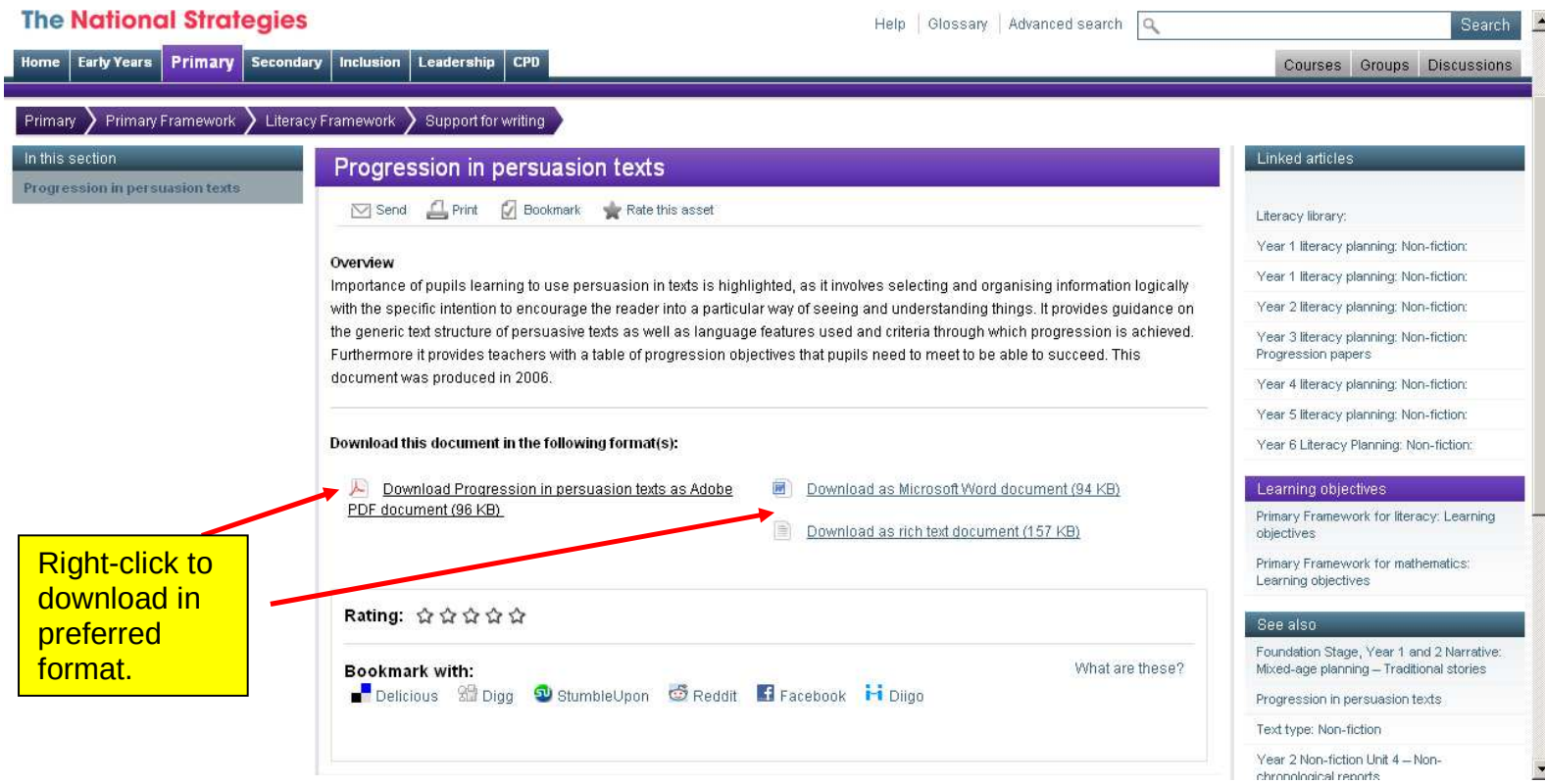
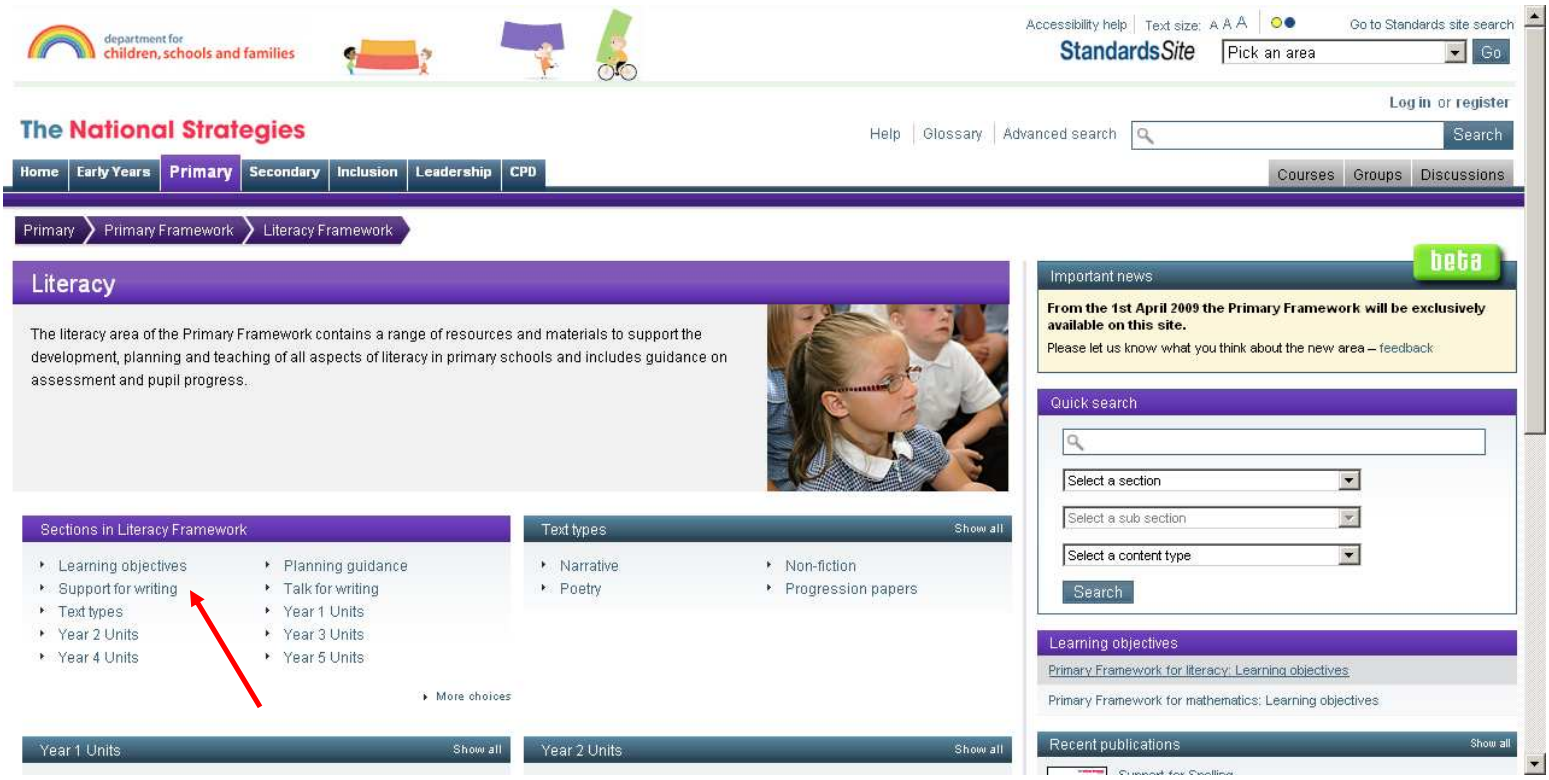




Supporting materials outlined here can be bookmarked within the Primary Framework site by registering. Click on 'register' and follow the on-screen instructions. Bookmarked pages can then be accessed from any computer once the user has logged in.

Support for Writing

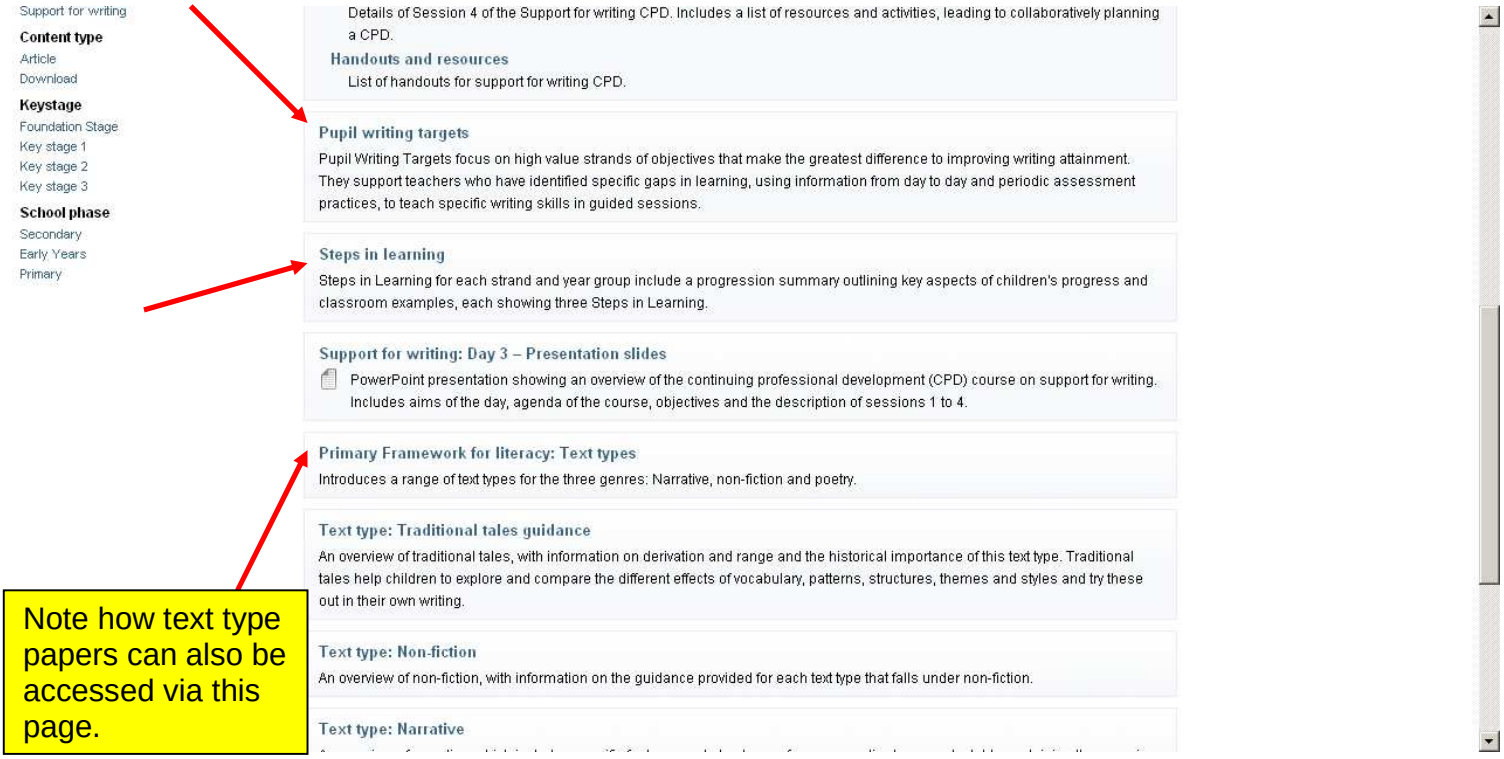
http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework/literacyframework



Support for Writing materials include additional guidance on **Text Types** to inform planning for progression; **Steps in Learning** including three examples for each year group in each strand 9, 10 and 11; and **Pupil Writing Targets** - three for each strand within each year. They have been designed to support teachers in focusing and personalizing planning for progression in writing within a year and across the primary age range.

Supporting materials outlined here can be bookmarked within the Primary Framework site by registering. Click on 'register' and follow the on-screen instructions. Bookmarked pages can then be accessed from any computer once the user has logged in.

Scroll down the next page to view **Steps in Learning** and **Pupil Writing Targets.**

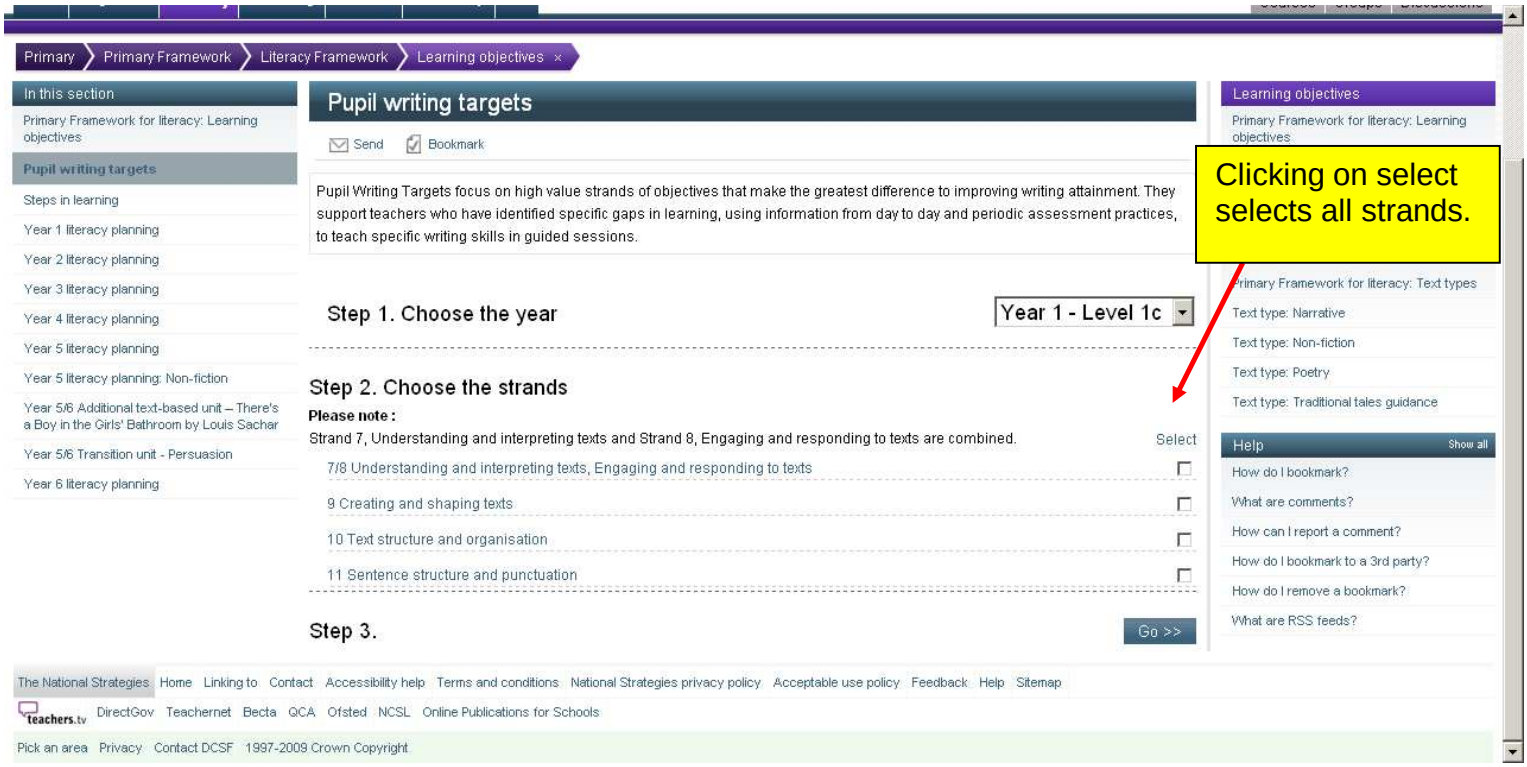


Note how text type papers can also be accessed via this page.

Supporting materials outlined here can be bookmarked within the Primary Framework site by registering. Click on 'register' and follow the on-screen instructions. Bookmarked pages can then be accessed from any computer once the user has logged in.

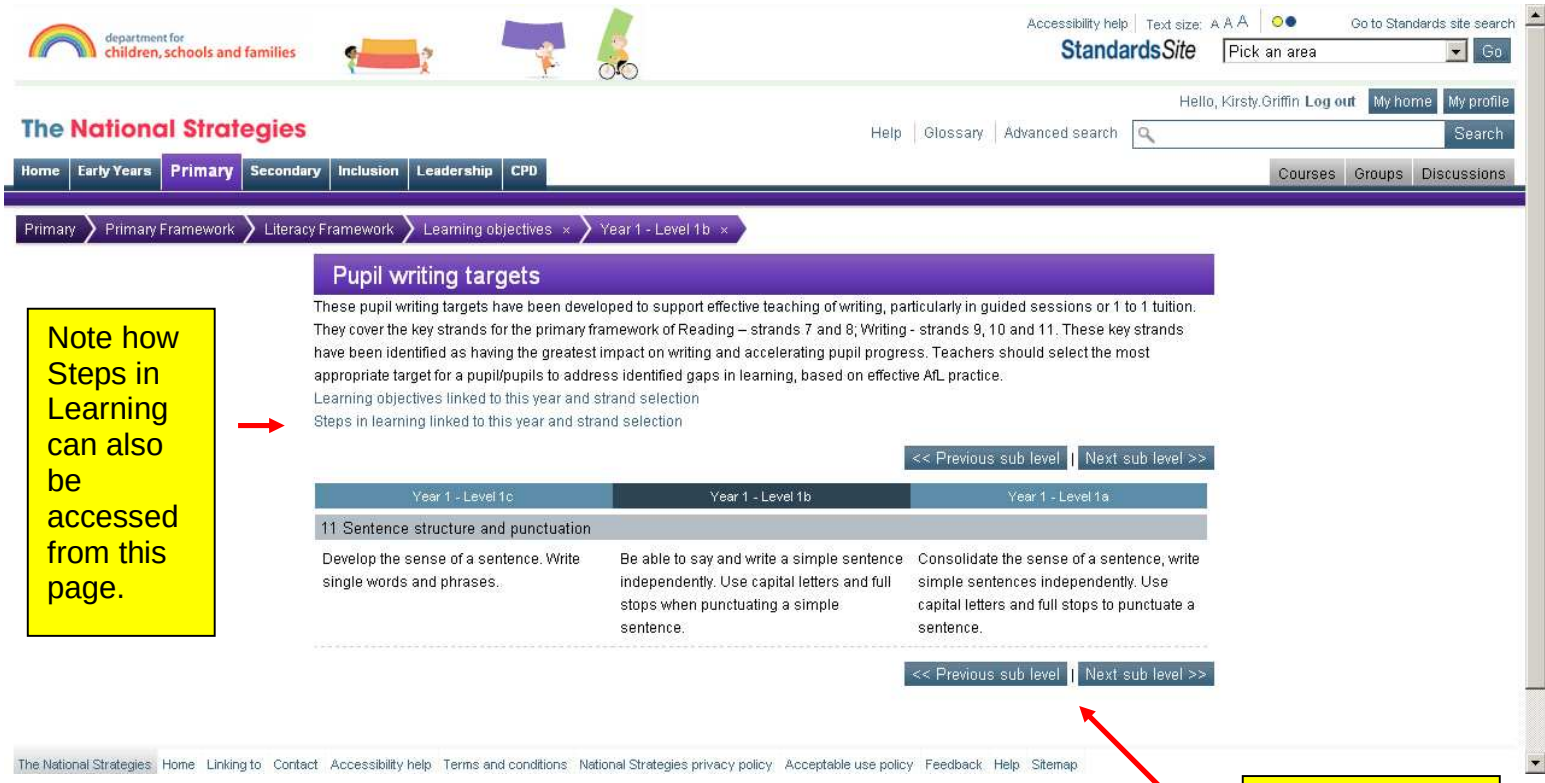
Pupil Writing Targets

Pupil Writing Targets focus on high value strands of objectives that make the greatest difference to improving writing attainment. They support teachers who have identified specific gaps in learning, using information from day to day and periodic assessment practices, to teach specific writing skills in guided sessions.



Select the year group and strands. The resulting page allows you to view targets above and below the selected level and sublevel.

Supporting materials outlined here can be bookmarked within the Primary Framework site by registering. Click on 'register' and follow the on-screen instructions. Bookmarked pages can then be accessed from any computer once the user has logged in.

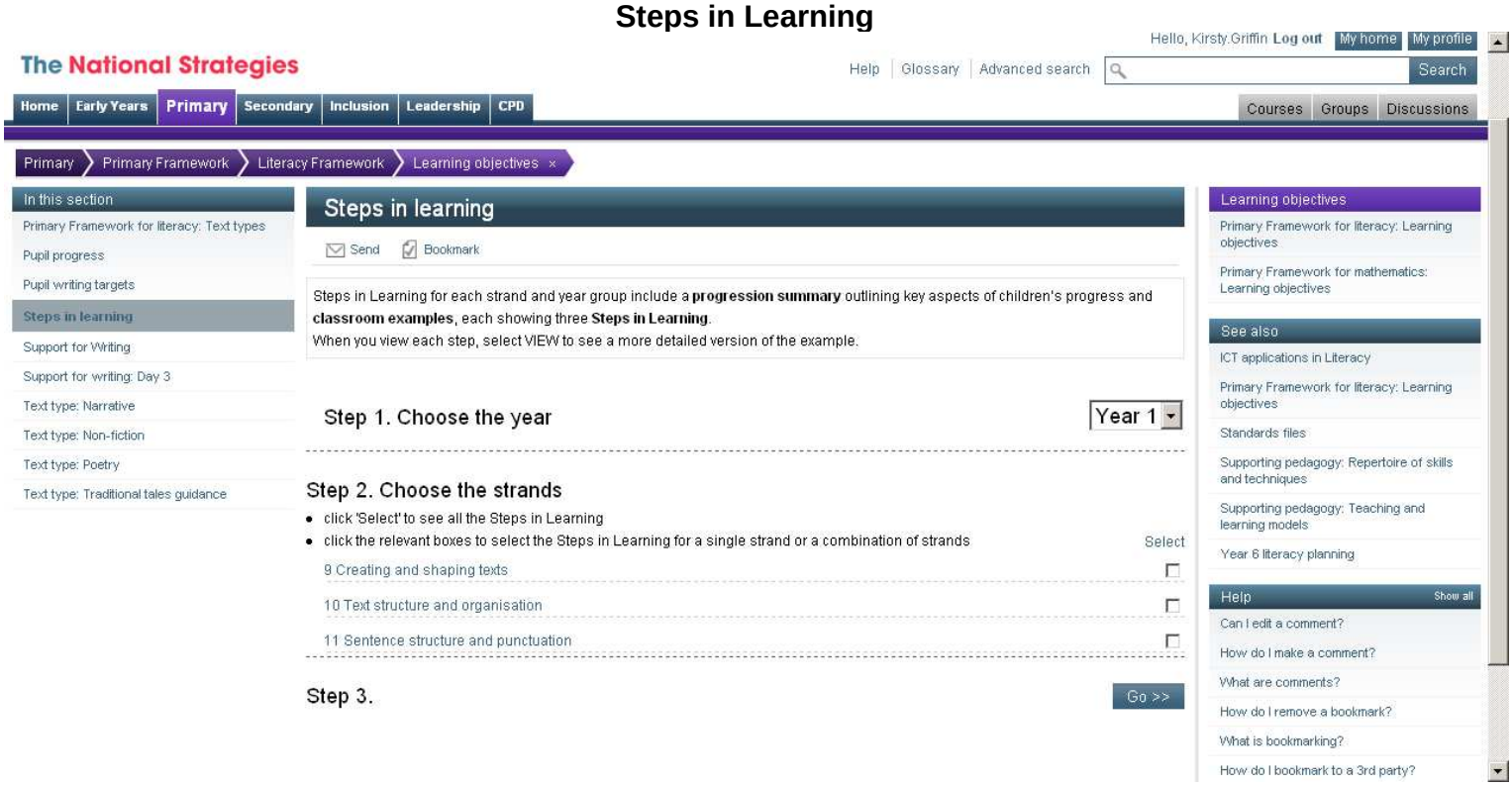


Note how Steps in Learning can also be accessed from this page.

Scroll up and down through targets using these buttons.

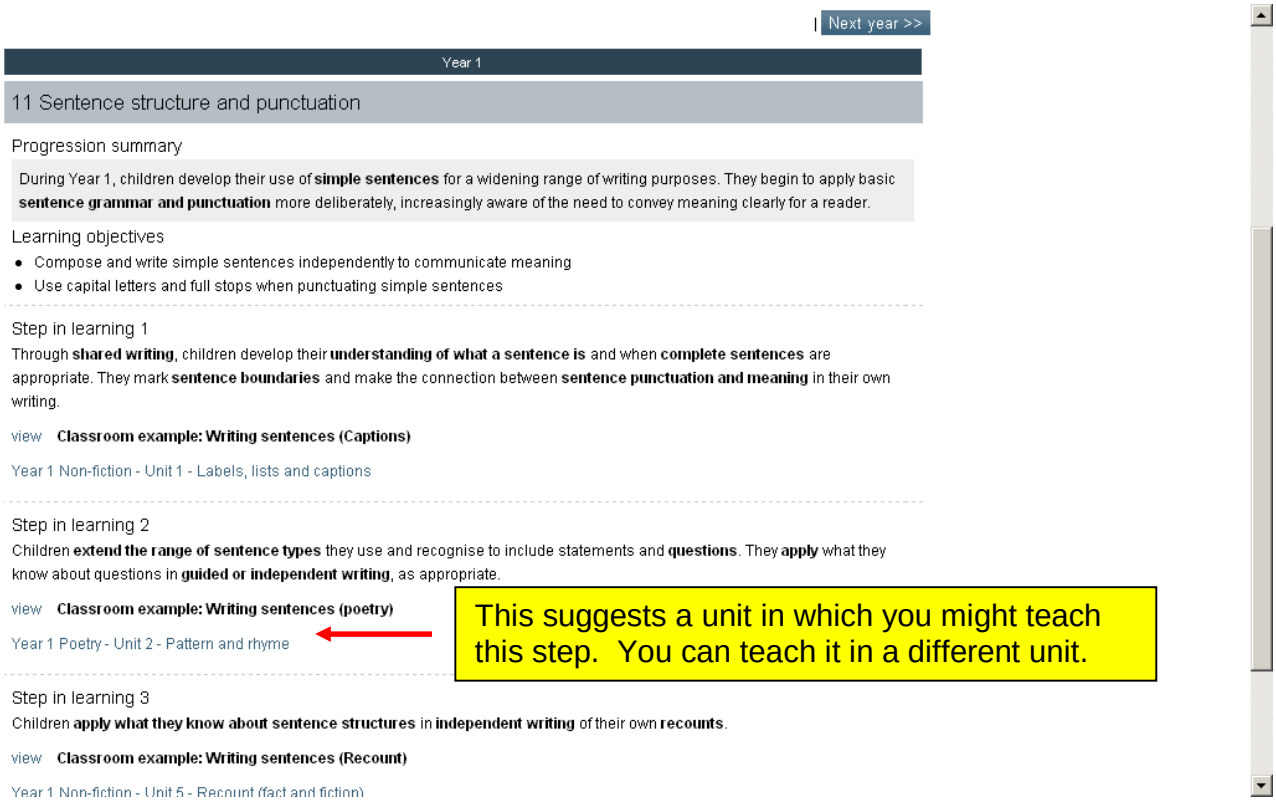
Supporting materials outlined here can be bookmarked within the Primary Framework site by registering. Click on 'register' and follow the on-screen instructions. Bookmarked pages can then be accessed from any computer once the user has logged in.

Steps in Learning



As on the pupil writing targets screen, choose the year and the strands.

Select view to see a classroom example of how you might teach this step.



This suggests a unit in which you might teach this step. You can teach it in a different unit.