

To argue the case for a point of view

Persuasion

mainly present tense

Time To Give Mary The Chop?

opening statement/introduction to the argument

Last week it was proved beyond any shadow of doubt that Mary Stuart, the former Queen of Scots, **has** been plotting yet again against the life of our **dear** queen, Elizabeth. It is clearly difficult for our **beloved** monarch to consent to her own cousin's death, but **after** nineteen years of **threat** and betrayal, surely the time has come to sign Mary's death warrant.

adjectives to get reader on side

connectives

point made

The foolish Queen of Scots was long ago rejected by her own countrymen.

elaboration

During her brief but **turbulent** reign, Scotland **suffered** religious unrest, lack of leadership and eventually a bloody civil war. **As a result**, the Scottish people took away her crown and threw her into prison. When she escaped and fled to England, all Scotland sighed with relief to be rid of her!

cause & effect

point made

Since then Mary has lived under Queen Elizabeth's generous protection - and at the expense of English taxpayers - in comfortable English country houses. She has given nothing in return. On the contrary, *she has taken every possible opportunity to plot* against Elizabeth's life! Surely such **betrayal** cannot be tolerated any longer?

emotional words

exaggeration

point made

Moreover, as long as Mary lives, there will be plots. This woman has always claimed to be the rightful Queen of England, and she has always had the support of the King of Spain, who knows he can make her his **puppet**.

rhetorical questions make argument seem only sensible way to think

elaboration

Could any true Englishman want to exchange our wise, generous Elizabeth for this vain, selfish woman? Could anyone want our free, prosperous country to fall under the control of the power-crazed King of Spain?

It is hard for Elizabeth to sign the document that sends her own flesh and blood to the block. Yet sign it she must - for herself, for justice, and for the future of England.

repetition makes point stronger

Persuasive Writing - Lower Key

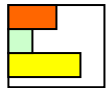
- Does my opening statement introduce the argument to the reader? *The question of whether children should wear uniform is a difficult one.*
- Is my writing organised into paragraphs, with a **key point** followed by **details**, **examples** or **evidence** to back it up?
- Could I use statistics, graphs or charts to convince the reader?
- Does my final paragraph sum up the argument I am making?
- Have I used connectives to link my points like *if then, on the other hand, finally, also, furthermore?*
- Have I used a variety of sentences? **Short** for impact, **longer** to give detail or further information.
- Have I used some **persuasive language**? Adjectives - *amazing*, powerful verbs - *struggling*, exaggeration - *the world will be a better place*, questions - *could anyone disagree?*
- Have I used a formal tone?



Persuasive Writing - Upper Key Stage 2

- Does my opening statement introduce the argument to the reader and tell them some of the **background**? *The issue of whether children should wear school uniform has been debated for many years.*
- Is my writing organised into paragraphs, with a **key point** followed by **details**, **examples**, **evidence** or **illustrations**?
- Could I use statistics, graphs or charts to convince the reader? Or quotes from relevant people?
- Does my final paragraph sum up the argument I am making?
- Have I used connectives to link my points like *if then, on the other hand, finally also, furthermore?*
- Have I used some phrases to make the reader think my argument is sensible and true? *Surely.. It would be impossible to think... The real truth is... This is probably the most... It is almost certain that...*
- Have I used some **persuasive language** - adjectives, powerful verbs, exaggeration, questions?
- Have I used a variety of sentences - short for impact, longer to explain or clarify information, passive to add formality? *It can be said that ...*
- Have I used generalisation? *Everybody, all children.*

Other
batteries
Longer life
batteries



time