

Friday 5<sup>th</sup> March 2021

O LO: Can I evaluate a range of letters to understand the features that make them persuasive?

For further guidance on the lesson today, click the link titled 'English - weekly input'.

Main task:

Read the letters below and see how many features you can find in each one to show it is a persuasive text. Highlight and label the features that you can find. They may include:

- Strong opening
- Present tense
- Persuasive text, e.g. surely, it wouldn't be very difficult
- Rhetorical questions
- Connectives: addition (e.g. furthermore), opposition (e.g. however), reinforcing (e.g. anyway), explaining (e.g. for example), indicating result (e.g. therefore), listing (e.g. first of all)
- Make opinions sound like facts
- Persuasive definitions
- Exaggeration, i.e. distort the facts or use half-truths!
- Flattery, pandering, condescension, concession, e.g. naturally it takes time...
- Quote statistics (use them to mean what you want them to mean!)
- Blind the reader with science or technology

- Emotive language, i.e. appeal to emotions (e.g. make the reader feel sorry for you)
- Strong adjectives and adverbs, e.g. harsh, fiercely, treasured, unique, nasty, special, delightfully, gorgeous, dangerously, brutal, totally, unaccountably
- Powerful verbs, e.g. oppose, tackle, relish, contribute
- Bias (opinion not based on reason or experience, for or against something)
- Involve the reader (use personal pronouns)
- Deliberate ambiguities, e.g. probably the best... in the world, known to cure all..., the professional's choice
- Degree of certainty (modality) - how certain are your statements? Do you want to make people agree, or do you want to cast some doubt in their opinions? E.g. may, will, must, might, usually, almost, always, never, sometimes, generally, undisputed, hardly ever, certain, should, could, have to
- Summary of key points (conclusion)
- Paragraphs
- Subheadings

Mr L Tiger  
14 Nature Street  
London  
L14 8YH  
Monday 30<sup>th</sup> March

Dear Sir/Madam,

Once again our great town planners have seen fit to give permission for a new zoo to open in the town centre. We need to consider whether a zoo is the right environment for wild animals. Many zoos are poorly organised and harm animals. We need to think about whether our community wants this.

#### Frightened for our future

Do animals really belong in small enclosures with little space to exercise? Do we really want our town's reputation to be ruined by a zoo that may not be the right home for its animals? Zoos are prisons where animals suffer from boredom, stress and frustration. I could not bear to see poor, helpless animals suffer in a zoo where they are not treated with the respect they deserve.

The whole world is going mad. If this town is going to have a zoo I may move to Mars! Tigers and lions have around 18,000 times less space in zoos than they would in the wild. Polar bears have one million times less space. Look into your heart and ask yourself do you want animals to suffer because they are trapped away from their natural habitat?

We need to urge the people of our town to consider what is right for these wild, wonderful and precious animals. Think before you make your decision. Think about the lives of precious animals. Think about our town and its people.

Yours Sincerely,

L .Tiger

Spring Primary School  
Spring rd.  
London  
L2 3JK

Dear Mr Jackson,

Having been a pupil at Spring Primary for the last seven years, I feel it is now my duty to relate to you the feelings of your students towards wearing a school uniform. It has long been felt by myself, and my peers, that wearing a school uniform is an outdated and impractical notion, which we no longer feel is necessary. By writing this letter, I hope to convince you that this is the case, and begin negotiations on changing this rule.

My reasons for not wearing uniform are as follows:

To begin with, a recent survey conducted by the school council identified that an overwhelming majority of 79% of pupils would prefer to wear their own clothes to school. As a Head Teacher, it is your duty to listen to and consider any opinions of your students and to negotiate with them. As the school council are an elected body of students from all the classes in the school, it is important that you take heed of any information they discover about the wants and needs of the pupils.

Secondly, myself and my peers feel more comfortable and at ease in our own clothes. This is important as the more comfortable we feel, the better we are able to concentrate on the work we are doing. If we are constantly fiddling with stiff collars, itchy trousers and uncomfortable shoes, this distracts us from the task in hand. Moreover, this distracts us from learning. Therefore, wearing our own clothes would improve and lengthen our learning time and ultimately impact and improve our achievement in school. (The school's position on the league tables would rocket - and OFSTED would see that the Leaders and Teachers in school are working hard and getting results)!

Finally, our parents would also benefit from the move to not wearing school uniform. Gone will be the excuses of not wearing uniform as our parents did not get it washed in time! Wearing our own clothes would mean there would be no lack of options. Parents would no longer have the mad Sunday rush of getting our uniforms washed and ironed in time for Monday. It would also reduce the amount that our parents have to pay towards clothing us. Good quality school uniform that lasts does not come cheap! Indeed - the money saved could be put towards school fund to buy new books, or stationary resources for our home, so we are able to effectively complete our homework.

As you can see, there are compelling arguments as to why the children of Spring Primary school should be able to abandon their uniforms in favour of more cost effective, practical and achievement boosting home clothes.

Please consider the points I have raised in this letter carefully. My fellow students and I look forward to hearing your response

Yours sincerely

Zeus,  
Mount Olympus,  
1234 Cloud Way,  
Milky Way Galaxy,  
S4E 5J8.

Dear the mighty Zeus,

I am writing to explain to you why I was right to open the precious and mysterious box. I fully understand that you trusted me not to open it and I tried my hardest to obey you. However, how could I possibly resist such a spectacular box?

Firstly, it was extremely attractive. The box had a golden tassel wrapped so intricately and delicately around the latch. If the box had been hideous then I possibly would have resisted opening it. You created the box, therefore you must understand how intrigued I was by its beauty. You should understand this, considering you used my beauty to intrigue Epimetheus.

In addition to this, I could hear voices from within the box encouraging me to open it. The eerie voices were especially tempting. I just couldn't stop thinking about it. Can you honestly say that you would have resisted the box if you were in my position?

Furthermore, you should know that I had a right to open the box. You gave me the box as a gift, therefore it is my rightful property. If you didn't want me to open it, why did you give it to me? You cannot blame me for the decisions I make regarding my own property.

In summary, I was incredibly intrigued and mesmerised by the box. I was curious by both the voices and its beauty. The box was my property, therefore I was right to have opened the box. I hope you understand.

Yours sincerely,

Pandora

# Save it!

How much do you care about our School? We in year 6 certainly do! We have been working closely with Derby University to find out exactly what effect we are having on our environment. In this letter, we will explain some of our findings and suggest ways that we can all make a difference. Surely that is what we all want to do?

## Litter

All around the area of Ryedale, people are leaving an unacceptable amount of litter. It is both ugly and dangerous. What can we do? Ensuring that our loathsome litter always goes into a bin would be a simple and easy solution. An alternative is recycling. Bottle banks can be found at all the local supermarkets enabling you to show that you care. **Reuse!**

## Transport

Although you may already be recycling have you ever considered how much you are using your car? Range rovers, which are the cars seen most frequently at the school gates are pumping out poisonous pollution that not only affects our health, but also that of innocent wildlife. What can we do? We could walk or use public transport to reduce emissions. Not only would that improve our health but also that of the precious wildlife. **Reduce.**

## Water

Having cleaner streets and cleaner air may make life more comfortable, but life is impossible without water! Imagine the parched throats, the cracked skin and the dirty clothes which we would have to endure with a shortage of water. What can we do? We in year 6 urge you to simply turn off the tap when you clean your teeth. 36% of water is wasted through basic household tasks. **Recycle.**

Family and friends, thank you for taking the time to read our leaflet. We hope you now understand the part you can play with year 6 in making a difference. Join us in caring for the future of our School.

**Reduce, reuse, recycle!**