

Talk



Begin with... something to grab the attention of your audience (e.g. a question, shocking fact/statistic or direct address) and introduction – who you are and why you are talking to them.

Develop by... writing in 1st person and present tense, using logical connectives and discourse markers to allow your audience to follow your points.

Include... anecdotes, emotive language, repetition, anaphora, hypophora, imperatives, rhetorical questions, personal pronouns, tripling.

Finish with... a final message for your audience to think about or 'call to arms' for them to act on.

Report



Begin with... 'Report on (topic)', 'Report for (audience)' and an introduction to the aims of the report and why it has been written, e.g. 'This report has been produced in response to...'

Develop by... using 3rd person; present tense; subheadings to organise ideas (e.g. current situation/problem/issue and solutions *or* benefits/disadvantages and recommendations) and formal standard English, including the passive voice.

Include... facts, statistics, quotes from relevant parties, listing, questions, imperatives.

Finish with... a summary of your findings, including recommendations and the impact of these actions, followed by your name and date.

Guide



Begin with... a clear title (e.g. Guide to...) and introduction – overview of what your guide includes (Who is it for? How will it help? Why do they need to read it?).

Develop by... writing in 3rd person or 1st person plural and present tense, using subheadings to organise ideas and a friendly, reassuring tone.

Include... facts, statistics, quotes from experts and anecdotes/case studies, imperatives to give instructions, bullet points (use sparingly).

Finish with... a summary of the advice given.

GCSE English Language Unit 3 Argumentation / Persuasion Writing Skills Writing Structures



Leaflet



Begin with... a clear, catchy title (e.g. using alliteration or an imperative) and introduction – overview of the topic / organisation your leaflet is about.

Develop by... writing in 3rd person or 1st person plural (we/us/our) and present tense, using subheadings to organise ideas.

Include... imperatives, quotes/reviews from experts/users, rhetorical questions, personal pronouns, tripling, listing of facts, statistics.

Finish with... a final message to your readers.

Article



Begin with... a clear, catchy title (e.g. using alliteration or an imperative) and an opening paragraph that grabs your reader's attention and interest, introducing the topic and viewpoint.

Develop by... writing in 1st person and present tense, using logical connectives to allow your audience to follow your points.

Include... anecdotes, repetition, hypophora, emotive language, rhetorical questions, personal pronouns, tripling, listing of facts, statistics, quotes.

Finish with... a final message for your readers to think about or 'call to arms' for them to act on.

Letter



Begin with... your address on the right, their address on the left, the date on the right, 'Dear Sir/Madam,' / 'Dear Mr Jones,' and an opening paragraph making it clear why you are writing.

Develop by... writing in first person using formal, polite standard English; using logical connectives; beginning a new paragraph for each new point; giving your opinion whilst acknowledging other viewpoints.

Include... direct address, rhetorical questions, exclamations, tripling, reasons for your views.

Finish with... what you expect/want to happen in response to your letter, followed by 'Yours faithfully,' / 'Yours sincerely,' and your full name.



Plan with PAFT

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Vary Vocabulary

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Purpose:
Why are you writing?

Audience:
Who are you writing for?

Format:
What are you writing?

Tone:
How are you writing?

Think before you write!

Advantageous
Beautiful
Beneficial
Delightful
Exhilarating
Exquisite
Extensive
Favourable
Flamboyant
Gorgeous

Don't say 'good', say...

Idyllic
Immaculate
Incredible
Luxurious
Marvellous
Outstanding
Precious
Satisfactory
Sensational
Tranquil

Abhorrent
Abysmal
Appalling
Atrocious
Decrepit
Derelict
Detrimental
Dilapidated
Ghastly
Inadequate

Don't say 'bad', say...

Loathsome
Melancholic
Nightmarish
Odious
Ramshackle
Shambolic
Sickening
Tedious
Undesirable
Unhygienic

Use Rhetorical Devices

Personal pronouns (I, we, you)
Adjectives
Imperatives
Direct address
Facts & Statistics
Opinions from experts
Rhetorical questions
Superlatives
Tripling
Emotive language
Alliteration
Listing
Tell a tale (anecdote)
Hyperbole

Use these incredible mind control techniques to influence your audience!

Link your ideas together logically

GCSE English Language Unit 3 Argumentation / Persuasion Writing Skills Toolkit

Use Connectives

Additionally, ...
Alternatively, ...
Consequently, ...
Despite this, ...
Furthermore, ...
However, ...
Moreover, ...
Nevertheless, ...
Ostensibly, ...
Therefore, ...

Vary Sentence Types

Statements / Questions / Exclamations / Imperatives
Simple / Compound / Complex / Minor

Vary sentence structures

Vary Openers

Present participle (-ing word e.g. Thinking, Appearing)
Adjective / adjective pair (e.g. Dirty and disgusting, ...)
Tripling (e.g. Unhelpful, confusing and insulting...)
Subordinating conjunction (e.g. Because, If, As, While)

Preposition (e.g. Above, Beyond, Within, Alongside)
Logical connective (e.g. Furthermore, Nevertheless)
Adverb (-ly word, e.g. Unfortunately, Disgracefully)
Imperative (e.g. Consider, Think, Imagine)
Temporal connective (e.g. Firstly, Afterwards, Finally)
Superlative (e.g. Worst of all...)

*Use varied punctuation
. ? ! , ' ; () - " ... "*