Convince Me: Audience, Purpose and Form

Teacher		**Class**	Year 6
Subject	English	**Topic**	Persuasive writing
Date		**Room**	
Lesson length	60 minutes	**Country**	United Kingdom

Pupils learn to match persuasive writing to its reader and job. They plan a letter, poster or speech using a model text.

Curriculum links

- Plan writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form [2]
- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what has been read as models for writing [2]
- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar [1]

Learning objectives

- Students will identify the audience and purpose before planning persuasive writing.
- Students will select the best persuasive form for the audience and purpose.
- Students will use a model text to plan structure, vocabulary and layout.

Success criteria

- I can name the audience and what I want them to do.
- I can choose letter, poster or speech and explain why.
- I can borrow a structure and opener from a model text.

What students already know

Ask: What does it mean to persuade someone? Take two quick examples of when pupils have tried to persuade a reader at school.

Key words

audience	the reader or readers your writing is trying to convince
purpose	the job the writing must do and what you want the reader to think or do
form	the type of writing you choose, such as a letter, poster or speech
persuasive	trying to get someone to agree with you or to act
model	a good example you copy the shape and word patterns from, not the words

Materials

- Slides 1-11
- Video clip 1 (0:00–4:28) on Slide 5
- Video clip 4 (0:00–2:50) on Slide 7
- Worksheet Task A (page 1)

Before the lesson

- Print A4 four-box planning sheets, one per pupil, and Worksheet Task A, one per pair
- Test Slide 5 Video clip 1 (0:00–4:28) and Slide 7 Video clip 4 (0:00–2:50) with sound

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- A4 planning sheets with four boxes: Audience, Purpose, Form, Model to steal from
- Coloured pens
- Mini whiteboards
- Set Slide 8 on screen and lay out coloured pens for planning

Lesson outline

0–5 min **Starter** 5 min · Whole class

To hook pupils and recall that persuasive writing changes for its reader.

YOU DO

1. Show Slide 1: Convince Me! [title]: Who is it for and how will you write it?
2. Say the hook and show Slide 2 fact about adverts, letters and speeches.
3. Read two one-line requests for more library books: friendly to a friend ("Can we get loads more comics in the library?") and formal to the headteacher ("Please could the library buy more books for our class?").
4. Ask pupils to spot which words changed and why.

STUDENTS DO

1. Listen to both requests and call out words that sound different.
2. Tell a partner who each note is for and what the writer wants.
3. Show thumbs up if the headteacher version sounds more formal.

Say: Real writers do not just start. Show me your battle plan in four boxes. Today we persuade for a tidy playground, but first we work out who is reading and what we want them to do. Strong writers pick words to suit the reader.

Ask: Who is the audience in each note? (A friend in the first note, the headteacher in the second.) · What is the purpose of both notes? (To persuade them to agree to more library books.)

Check understanding: Use thumbs up for which note fits the headteacher. If unsure, replay both and stress greeting and please.

Support: Give the frame: Our audience is... Our purpose is to persuade them to... **Stretch:** Ask what the headteacher might already think and what objection they might have.

Use: Slides 1-2

5–17 min **Teaching** 12 min · Whole class

To teach that audience and purpose decide the best persuasive form.

YOU DO

1. Show Slide 3 cards about Letter, Poster advert and Speech and how each suits a different reader.
2. Show Slide 4 photo task: 10 extra minutes outside. Ask who decides and what form would convince them.
3. Play Slide 5 Video clip 1 (0:00–4:28) and ask pupils to listen for who will read it and what they must do.
4. Teach Slide 6 Big idea: match audience and purpose, then pick the best form.

STUDENTS DO

1. Study Slide 3 cards and chant the three forms with their audiences.
2. Watch the clip and whisper to a partner the audience and purpose they heard.
3. Vote on whiteboards: letter, poster or speech for the headteacher about longer break.

Say: Purposes and audiences should underpin decisions about the form writing should take [1]. When we write to persuade the form can be a persuasive letter, advert or speech [5]. You will see newspapers, magazines, adverts, campaigns, charities and letters all persuade in different ways [4].

Worked example: Worked choice for Slide 4: Audience = the headteacher, who decides break rules. Purpose = to persuade them to allow 10 extra minutes outside. Form = letter, because a letter is polite, formal and can give reasons step by step. A playground poster would not reach the decision-maker.

Ask: To persuade the headteacher about longer break, which form is best and why? (A letter, because it is formal and polite and can set out reasons clearly.) · To persuade pupils to join a litter patrol, which form is best and why? (A poster advert, because it is short, bold and eye-catching for many pupils.)

Check understanding: Whiteboard vote with reason: letter, poster or speech. Reteach with Slide 3 clues like Dear, Buy now, Imagine if split.

Support: Limit choice to letter or poster and point to clue words Dear and Buy now. **Stretch:** Ask pupils to name a second possible form and explain the trade-off in reach or tone.

Use: Slides 3-6, Video clip 1 (0:00–4:28)

17–30 min **Model detectives** 13 min · Pairs

To learn structure, vocabulary and grammar from similar persuasive models.

YOU DO

1. Play Slide 7 Video clip 4 (0:00–2:50) about opening, reasons and ending.
2. Model how to steal structure, not words: greeting or headline, reasons with because, closing call to action [1].
3. Give out Worksheet Task A and read the directions together.
4. Check one match together, then pairs complete the rest.

STUDENTS DO

1. Watch and note one opener, one reason pattern and one ending.
2. Do Worksheet Task A: match each form to its audience and purpose and write the missing part.
3. Compare answers with another pair and give a reasoned justification for one match.

Say: Good writers are thieves, the honest kind. We steal the structure, not the words. Discussing similar writing helps us learn from its structure, vocabulary and grammar [1]. Look for the greeting or headline, the reasons with because, and the ending that tells the reader what to do.

Worked example: Worked Task A match: Text = short letter starting Dear Headteacher. Audience = the headteacher. Purpose = to agree with a view and take action. Reason = uses direct address in persuasive writing [2] and polite reasons, not short slogans.

Ask: What three parts should we steal from a model? (Opening, reasons with because, and ending call to action.) · How is a persuasive letter different from a poster advert? (Letter uses direct address and formal sentences; poster uses short bold slogans and eye-catching words.)

Check understanding: Cold-call pairs to read one match with because. If weak, revisit Slide 3 cards and re-sort one together.

Support: Provide the three headings already written with one example highlighted in each text. **Stretch:** Find one formal pattern for writing and one informal speech pattern to avoid in writing [2].

Use: Slide 7, Video clip 4 (0:00–2:50), Worksheet Task A

30–50 min **Main activity** 20 min · Groups

To plan audience, purpose, form and model features for a class issue.

YOU DO

1. Show Slide 8 task and give each pupil a four-box sheet: Audience, Purpose, Form, Model to steal from.
2. Model one box set for tidier cloakroom, thinking aloud about audience and form fit [2].
3. Let pupils plan an everyday issue such as tidier cloakroom or more playground equipment.
4. Stop for threes to check: does the form suit the audience and purpose?

STUDENTS DO

1. Fill the four boxes and choose letter, poster or speech, borrowing the opener Have you ever...?
2. Note one structure, one word pattern and one layout idea from the model.
3. Share plans in threes and check that the form suits the audience and purpose.

Say: Now make your battle plan. Identify the audience for and purpose of the writing and select the appropriate form [2]. Pick a model and note one structure, one vocabulary pattern and one layout device to reuse. You draw independently on what you have read as models for your own writing [2].

Worked example: Full model to copy the bones from, not the words: Dear Headteacher, Have you ever seen our cloakroom floor covered in coats at break? We believe we need more pegs because coats get lost and lessons start late. Please visit our cloakroom on Monday so you can see the problem. Worked plan: Audience = the headteacher. Purpose = to persuade them to buy more pegs. Form = letter because it is formal for a decision-maker. Model idea to steal = opener Have you ever...? plus because reasons and Please call to action.

Ask: What must be in your Audience and Purpose boxes? (Who will read it and what you want them to think or do.) · How do you show you used the model without copying words? (Use the same pattern: opener question, two because reasons, please ending, but with my own ideas.)

Check understanding: Collect sheets and scan boxes: audience named, purpose as action, form with because. Fix gaps with prompt cards before plenary.

Support: Offer a completed example plan on a different topic for pupils to copy the layout from. **Stretch:** Add how register will stay formal or friendly and write the first persuasive sentence to match.

Use: Slide 8

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50–60 min **Plenary** 10 min · Whole class

To check choices and lock in the audience-purpose-form-model chain.

YOU DO

1. Show Slide 9 chain: Know audience, Find purpose, Pick form, Copy model.
2. Run Slide 10 Think, pair, share: To persuade the headteacher, is a letter or a poster better? Why?
3. Take votes and ask pupils who switched after hearing reasons to explain why.
4. Show Slide 11 Exit ticket and have pupils write three lines.

STUDENTS DO

1. Recite the four-step chain with a partner.
2. Debate letter versus poster for the headteacher and vote.
3. Write the exit ticket: audience and purpose, form with because, one model idea.

Say: Think, pair, share your answer with a reasoned justification. Then finish your exit ticket in full sentences. Remember your purpose and audience choice should underpin your form decision [1]. Keep your register formal for the headteacher and friendly for younger pupils.

Ask: To persuade the headteacher, is a letter or a poster better? Why? (A letter, because it is formal, uses direct address and can explain reasons fully.) · What model idea will you copy tomorrow in your writing? (E.g. opener Have you ever...?, because reasons, or Please call to action and headings.)

Check understanding: Read three exit tickets aloud against success criteria. If form reasons are vague, model one because sentence together.

Support: Pair pupils to write the exit ticket together and copy the justification sentence. **Stretch:** Name one feature borrowed from a model text in that form, e.g. slogan, greeting or layout device.

Use: Slides 9-11

Common mistakes

Mistake	How to spot it	How to fix it
Writing the topic instead of the purpose, e.g. Our purpose is the playground.	Purpose box has a thing, not an action the reader must do.	Rewrite as: Our purpose is to persuade the headteacher to agree to tidy the playground [2].
Choosing any form without linking it to the reader, e.g. poster for the headteacher.	Form choice has no because linked to who decides.	Ask: Who decides? Match form to reader, e.g. letter for formal decision, poster for many pupils [5].
Copying the model words instead of the pattern.	Plan uses the same coats, pegs and sentences as the example.	Cover the model and keep only the bones: opener question, two because reasons, please ending [1].

Support

- Use frames, word banks of formal and friendly words, and a completed example plan to copy layout from.
- Rehearse sentences orally with a partner before writing.

Stretch

- Predict the audience objection and add a counter-argument with because.
- Swap one sentence for a rhetorical question and check it still fits the structure.

For the LSE or teaching assistant

Sit with target pupils in main activity. Help name audience and action in boxes 1-2, then prompt form choice with Dear versus Buy now clues. Encourage oral rehearsal before writing.

Check for understanding

Question	Answer
My audience and purpose are...?	E.g. My audience is the headteacher and my purpose is to persuade them to give us more bins.
My form is ... because...?	E.g. My form is a letter because it is formal and suits a decision-maker.
One model idea I will copy is...?	E.g. The opener Have you ever...? and because reasons with a Please ending.

Homework

Find one advert or letter at home and note who it is for and what it wants them to do.

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