

Writing to persuade



**WALT- identify persuasive devices in a
text**

Personal pronouns

Using words like 'we', 'you', 'our' and 'us' to make your audience think you are talking only to them.



Alliteration

Repeating the consonant sounds at the beginning of words to make them stand out.

e.g. Eat Yo Yos. They're yummy in your mouth!

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Groups of three

When three adjectives or phrases are used together to make them stand out.

e.g. Homework is boring, dull and uninteresting.

The background of the slide features several faint, concentric circles in a lighter shade of blue, resembling ripples in water, located in the bottom right area.

Repetition

Words or phrases are repeated so that they stick in the reader's mind.

e.g. remember what it was like to be at school; remember how much work you had.

Emotive Language


When words are used to make the reader feel a certain emotion, like sadness or anger.

e.g. We are the poor, helpless children who are forced to do hours and hours of homework every night.

Exaggeration

When information is given that
is over the top, or slightly
untrue.

*e.g. If I get one more piece of
homework, I am going to move to the
moon!*



Rhetorical questions

Using questions that don't need an answer to get the audience to think.

e.g. Could you live with yourself if you missed out on this opportunity?

The background of the slide is a solid blue color. In the lower right quadrant, there are several faint, concentric circles that resemble ripples in water, creating a decorative effect.

Facts and Statistics

When truthful information is given
to back up a point.

*e.g. 95% of pupils feel that there is too
much homework.*

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Summary

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 - Alliteration
 - Groups of three
 - Rhetorical questions
 - Repetition
 - Emotive language
 - Exaggeration
 - Facts and statistics
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