

Persuasive Texts: Persuasive Letter

The purpose of a persuasive text is to convince the reader or audience to adopt a particular viewpoint, take a specific action, or believe in a certain idea. It aims to sway the reader's opinion by presenting compelling arguments, evidence and reasoning. Persuasive texts are commonly found in advertising, speeches, debates and political campaigns, amongst other contexts. They often appeal to emotions, logic and ethics to persuade effectively.

Persuasive letters are dictated by their purpose and audience. For example, a persuasive letter may be written to a mayor to persuade on a local issue, in-role as a character from a novel or to a family member to persuade them to visit. The letter's level of formality will be dictated by the selected audience. This in turn will impact the language used and some of the letter's structures. Persuasion can often be combined with other text types to create a hybrid text. For example, a persuasive letter to a company that uses palm oil, may include an explanation of deforestation whilst also persuading the company to reduce their use of palm oil.

The following pages will explore the key skills and knowledge required to support the writing of a persuasive letter.

Note: the guidance below is not an exhaustive list of features that must be included. Rather, it is a toolkit to support the writing of persuasive letters. When reading and analysing such texts, additional features and skills may be identified to be used.

Persuasive Texts – Persuasive Letter: Key Skills Progression (taken from Lancashire Key Learning in Writing)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary, grammar and punctuation	This text type is not recommended for Year 1.	- Use sentences with different forms: statement, question, command, exclamation. - Secure the use of full stops, capital letters, exclamation marks and question marks. - Use subordination for time using <i>when</i>, <i>before</i> and <i>after</i>. - Use subordination for reason using <i>because</i> and <i>if</i>. - Use present tense for non-chronological reports and persuasive adverts.	- Explore, identify and create complex sentences using a range of conjunctions. - Select, generate and effectively use adverbs. - Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action.	- Create sentences with fronted adverbials for <i>when</i>. - Create sentences with fronted adverbials for <i>where</i>. - Use commas after fronted adverbials. - Identify, select and use determiners including: - articles: <i>a/an, the</i> - demonstrative <i>this/that; these/those</i> - possessives: <i>my/your/his/her/its/our/their</i> - quantifiers: <i>some, any, no, many, much, every</i>	- Create complex sentences by using relative clauses with relative pronouns. - Create complex sentences where the relative pronoun is omitted. - Identify and use commas to indicate parenthesis. - Identify and use brackets to indicate parenthesis. - Identify and use dashes to indicate parenthesis.	- Manipulate sentences to create particular effects. - Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts. - Use repetition of a word or phrase to link ideas between paragraphs. - Explore and investigate active and passive. - Punctuate bullet points consistently.

				- Identify, select and effectively use pronouns. - Use nouns for precision. - Explore, identify, collect and use noun phrases. - Explore, identify and use Standard English verb inflections for writing.	- Link ideas across paragraphs using adverbials for time, place and numbers. - Use devices to build cohesion within a paragraph. - Use expanded noun phrases to convey complicated information concisely. - Explore, collect and use modal verbs to indicate degrees of possibility. - Explore, collect and use adverbs to indicate degrees of possibility.	- Explore how hyphens can be used to avoid ambiguity. - Explore, collect and use vocabulary typical of formal and informal speech and writing. - Explore, collect and use question tags typical of informal speech and writing. - Explore, collect and use subjunctive forms for formal speech and writing.
Composition		- Use specific text type features to write for a range of audiences and purposes. Performing - Read aloud their writing with intonation to make the meaning clear.	- Group related material into paragraphs. - Use headings and sub headings to organise information. Performing - Use appropriate intonation, tone and volume to present their writing to a group or class.	- Generate and select from vocabulary banks. - Use paragraphs to organise writing in fiction and non-fiction texts. - Use organisational devices in non-fiction writing. - Link ideas across paragraphs using fronted adverbials for when and where. Performing - Use appropriate intonation, tone and volume to present their writing to a range of audiences.	- Use devices to build cohesion. - Use organisation and presentational devices. - Ensure consistent and correct use of tense throughout a piece of writing. - Ensure consistent subject and verb agreement. Performing - Use appropriate intonation and volume. - Add movement. - Ensure meaning is clear.	- Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. - Select appropriate register for formal and informal purposes. - Consciously control the use of different sentence structures for effect. - Use a wide range of devices to build cohesion within and across paragraphs. - Combine text types to create hybrid texts. - Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences.

						- Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing. - Make conscious choices about techniques to engage the reader including appropriate tone and style. Performing - Use appropriate and effective intonation and volume. - Add gesture and movement to enhance meaning. - Encourage and take account of audience engagement.
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Purpose What is the purpose of the writing? 	Persuasive Letter: To argue/explain a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.	
Audience Who is the intended audience? Who are you writing for?	A range of audiences may be used for this text type and should be carefully selected. Where appropriate, real audiences are beneficial to support purposeful writing and motivation. Note: Below are suggested possible outcomes to support this text type. This is not an exhaustive list and additional outcomes may also be appropriate for some year groups.	
	Possible Spoken Outcomes - TV broadcast - Persuasive speech	Possible Written Outcomes - Letter to a chosen audience providing opinion - Article, e.g. online, in a newspaper, in a magazine
Language Toolkit Includes genre and grammatical features.	• Present tense and/or present perfect. • A range of conjunctions to contrast, add to and link cause and effect, e.g. <i>furthermore, on the other hand, as a result</i> etc. • Adverbials to support cohesion. • Generalised noun phrases, e.g. <i>some people, most adults, almost all teenagers, few children</i> etc. • Conditionals (which may include using the subjunctive form), e.g. <i>If deforestation were to continue, less animals would exist.</i> • Rhetorical questions may be used to address the reader or as used within the title, e.g. <i>Will computers ever be more intelligent than humans? How would you feel if...</i> • Use of passive voice, e.g. <i>It could be said that ...</i> • Consider the level of formality required for the outcome and how this dictates the language used, e.g. an informal letter to a friend, a formal persuasive letter to the government etc. • Relative clause sentences may be used to support arguments, e.g. <i>Palm oil, which is found in many kitchen staples, is a major contributing factor to deforestation.</i> • Use of modal verbs support degrees of possibility, e.g. <i>most people would agree, workers should, children must</i> etc. • Colons and semi-colons may be used in more complex sentence structures.	

	• Second person (direct address of the reader) may be useful to persuade, e.g. <i>You wouldn't want to carry the responsibility etc.</i> • Adjectives to create persuasive noun phrases, e.g. <i>horrendous conditions, unbeatable results</i> etc. • Repetition can be used to strengthen the point of view and to support cohesion.
Structure How will the writing be organised? What layout will you use?	A persuasive formal letter's structure includes: • Full name of sender (top right-hand side) • Address of sender (directly underneath) • Email address (directly underneath) • Date (writing the month and year in full on either the left- or right-hand side) • The recipient's name and address should be below this on the left-hand side of the page • A salutation – this will be dictated by whether the name of the recipient is known: - If name is known, '<i>Dear Mr T McKenzie</i>' - If name is unknown, '<i>Dear Sir or Madam</i>' • Opening sentence should state the reason for writing, e.g. <i>I am writing to ask you to consider...</i> • An overview may be provided of the issue to be discussed and a summary of the viewpoint to be argued, e.g. <i>Many countries still use animals to entertain audiences. Although this may be the case, using animals for entertainment is cruel and should be banned. This letter will outline the reasons why.</i> • Two or three key arguments to support the writer's viewpoint with evidence and/or examples to elaborate. • Summary / concluding paragraph links back to the introduction to repeat and reinforce the writer's viewpoint, e.g. <i>Using animals for entertainment is cruel, It is undeniable that... , all the evidence proves that...</i> • Direct address (2nd person) may be used at this point to further convince the recipient, e.g. <i>I am sure you'll agree that...</i> • If the name of the recipient is known, e.g. 'Mr T McKenzie', sign off the letter with: <i>Yours Sincerely</i> • If the name of the recipient is unknown, e.g. 'Dear Sir or Madam', sign off the letter with: <i>Yours Faithfully</i> A persuasive informal letter's structure includes: • Date (writing the month and year in full on either the left- or right-hand side) • The recipient's name and address should be below this on the left-hand side of the page. • A salutation relevant to the familiarity of the recipient: - <i>Dear Mr T McKenzie,</i> - <i>Dear Molly,</i> - <i>To Jack,</i>

- Opening sentence should state the reason for writing, e.g. *I am writing to ask you to join me at Summer Camp this year ...*
- An overview may then be provided with a summary of the sender's viewpoint, e.g. *Four Oaks Summer Camp is the best summer camp around. I would love you to join me and here are my reasons why...*
- Two or three key arguments to support the writer's viewpoint with evidence and/or examples to elaborate.
- Summary / concluding paragraph links back to the introduction to repeat and reinforce the writer's viewpoint, e.g. *Four Oaks Summer Camp is the best summer camp around...*
- Direct address (2nd person) may be used at this point to further convince the recipient, e.g. *I am sure you'll agree that...*
- Sign off the letter with: *Yours Sincerely, Love from,*

Informal persuasive letter structure:

12th October 2026

Dear Molly,

Opening sentence and overview.

Key Arguments

- Point + evidence / elaboration
- Point + evidence / elaboration
- Point + evidence / elaboration

Summary / concluding paragraph

Sign off:

Love from,

Tilly

Formal persuasive letter structure:

Mrs Jane Bickerstaffe

47 Chain Lane,
Lancashire
LC23 2CL

12th October 2026

Mr T. McKenzie
65 Emporium Avenue,
Lancashire
LC12 5KT

Dear Mr T. McKenzie,

Opening sentence and overview.

Key Arguments

- Point + evidence / elaboration
- Point + evidence / elaboration
- Point + evidence / elaboration

Summary / concluding paragraph

Sign off:

Yours Sincerely,

Mrs Jane Bickerstaffe

Knowledge for the Writer

- Decide on the viewpoint to be presented and identify the key points to support it.
- Remain firmly focussed on the purpose for writing the letter.
- Organise the main points carefully (which argument should come first?) and identify the supporting evidence.
- Include evidence and/or elaboration for each key point. Ensure the letter does not become a list by avoiding repetition of evidence.
- Think about counter arguments the reader might use and include evidence to make them seem incorrect or irrelevant.
- Use facts to validate viewpoint.
- Include emotive language to influence and persuade the reader.
- Use exaggeration and bias to persuade the reader.
- Sometimes bias and opinion may be presented subtly as facts, e.g. The whole world agrees that...
- Use short sentences for impact.
- The closing paragraph should end with one of the strongest arguments and link back to the opening statement to enhance cohesiveness and reiterate point.
- Ensure the letter uses paragraphs to clearly outline each argument and its evidence.
- Proofread letter to assess effectiveness, check for errors and ensure cohesiveness.

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