**9. Evaluate your writing against its intended purpose**

Ask teachers (or Year 6 pupils) to read the leaflets and evaluate how persuasive they are. Which place would you choose to visit, based on the brochure? Ask the Headteacher to decide on the location for the Y6 treat, based on the most persuasive leaflet.

**6. Internalise your text and its components**

i.e. oral rehearsal using persuasive language; practising the language associated with shifts in formality, interviewing people who have ‘visited’ the chosen location …

**7. Record your writing, reading it aloud regularly**

Check for accuracy, impact and overall composition.

**5. Insert your own content**

i.e. a chosen country to create a leaflet for; an attraction to visit; a high school to attend …

**4. Create a clear outline of the structure**

i.e. cutting up paragraphs and analysing the relative position of each. Does the order matter? What is the impact of changing the order? Boxing-up: annotation of features, especially shifts in formality.

**Planning for quality writing outcomes**

**2. Immerse pupils in quality models**

i.e. PiXL Y6 Model Text ‘Iceland Travel Brochure’, [www.tes.com/teaching-resource/persuasive-writing-holiday-brochure-6031915](http://www.tes.com/teaching-resource/persuasive-writing-holiday-brochure-6031915) or good quality examples of actual brochures.

**3. Unpick key conventions and ‘magpie’ good ideas**

i.e. language, core ideas, paragraph structure etc.

**8. Edit your writing**

Edit as you go – accuracy in recording

Step back and edit

1. Secretarially

2. Language choices

3. Composition

**1. Identify the context, purpose and audience**

i.e. a leaflet designed to persuade a Year 6 pupil (or a teacher) to visit a specific place, or a leaflet about a local attraction written to persuade the Headteacher to allow Y6 to visit.