

ENGLISH · Y4

Persuasive Letter — Year 4

WAGOLL: What A Good One Looks Like

About this model text

This model text shows a Year 4 standard persuasive letter. Use it for shared reading, to identify language features, and as a scaffold before children write their own. The annotated version at the end shows the specific techniques the writer has used. The full text is on the next page.

The Model Text — A Letter to the Headteacher

Dear Mrs Patel, I am writing to ask you to consider a very important change to our school: please could we have a longer lunch break? Firstly, twenty-five minutes is simply not enough time for children to eat a proper meal. Many of us spend ten minutes queuing, then have to rush our food. As I am sure you would agree, eating quickly is bad for our digestion. Surely a healthy lunch matters more than five extra minutes of lessons? Furthermore, after eating, we need time to play and exercise. Studies have shown that children who run around at break time concentrate better in afternoon lessons. Wouldn't you rather have a class who can focus, instead of one that is restless and tired? Most importantly, longer lunches would help children make friends. At the moment, we barely have time to talk to anyone outside our table. A longer break would let children from different year groups meet and play together. This would build our school community. Some teachers might worry that a longer break means less learning time. However, with happier, well-rested children, the lessons we DO have will be much more effective. In conclusion, I strongly believe that extending our lunch break by just fifteen minutes would benefit every single child in this school. I hope you will think carefully about my suggestion. Yours sincerely, Sam Thompson Class 4B

Annotated features

What makes this a strong Y4 persuasive letter?

- OPENING: 'Dear Mrs Patel,' — formal letter convention



- HOOK: 'a very important change' — sets up importance
- ADVERBIALS: 'Firstly,' 'Furthermore,' 'Most importantly,' 'In conclusion,' — organise the argument
- RHETORICAL QUESTIONS: 'Surely a healthy lunch matters more...?' 'Wouldn't you rather have a class who can focus?' — engage the reader
- MODAL VERBS: 'could,' 'would,' 'might' — soften the persuasion
- EVIDENCE: 'Studies have shown that...' — adds credibility
- COUNTER-ARGUMENT: 'Some teachers might worry... However...' — addresses opposition
- EMOTIVE LANGUAGE: 'every single child' — emphasises scale
- FORMAL CLOSE: 'Yours sincerely' — matched to 'Dear Mrs Patel'

Useful vocabulary for persuasive writing

- 1 Surely**
Used to suggest the reader will agree.
- 2 Furthermore**
Adds another point to your argument.
- 3 However**
Introduces a counter-point or different view.
- 4 Beneficial**
Helpful or good for someone.
- 5 Crucial**
Extremely important.
- 6 Strongly believe**
Stronger than 'I think' — shows commitment.
- 7 Consider**
Think about carefully.



8

In conclusion

Signals the final summary.

Writing prompt

Now write your own persuasive letter to your headteacher. Pick ONE change you want to see (longer break, more PE, a school garden, a particular school trip, etc). Use the model letter as a scaffold: open formally, give three reasons (one with evidence, one with a rhetorical question, one with emotion), address a counter-argument, and close formally. Try to use at least four words from the vocabulary list.

