

## **Torbay Literacy Folio 10D**

### **Persuasive Writing**

#### **Assessment Criteria and Success Criteria in Child Speak**

#### **Guidance for Headteachers and Literacy Coordinators**

#### **Changes to this document:**

- Addition of foundation stage profile assessment criteria
- Addition of level 2 in line with QCA KS1 teacher assessment trial
- Reorganisation of headings and columns to reflect the order of writing assessment focuses (Sentence/ Text/ Word → Text/ Sentence/ Word).
- Addition of persuasive writing key features and success criteria in child speak (to provide a child friendly alternative, and/or writing target statements)

#### **How should these documents be used?**

Assessment folios have now been combined with the child speak success criteria folio to provide a range of support to teachers and children.

1. Teachers should use the key features of the text type or the success criteria to inform differentiated child-friendly success criteria for the writing and share this with the children (ideally, these success criteria should be drawn up by the class while studying the text type).
2. Teachers should then set the writing task (at the end of a block of work) asking the children to include as many of the success criteria as possible.
3. Teachers should then select the appropriate mark scheme for the writing they will be assessing e.g. narrative, or find the appropriate part of the child speak success criteria
4. Teachers should then identify within which level the child is working by scanning through the mark scheme/ success criteria. The page for that level should then be highlighted/ annotated to show what the child has achieved within this piece of work.
5. Teachers can then identify gaps on the mark scheme/ success criteria and set targets for the child. Ideally, to make the teaching of targets more manageable, areas for development should be grouped for groups or for the whole class.

<b>Key Features of Persuasive Writing</b>	
<b>Purpose:</b> to argue the case for a point of view	
<b>Example:</b> an editorial from a spoof newspaper	
<b>Text Structure</b> <ul style="list-style-type: none"> <li>• Opening statement of the case to be argued</li> <li>• Arguments, given in the form of point plus elaboration</li> <li>• Elaboration may be evidence, explanation, examples</li> <li>• Conclusion: reiteration of the case and summary of the points.</li> <li>• Skeleton framework – pronged bullet points</li> </ul>	<b>Language features</b> <ul style="list-style-type: none"> <li>• Present tense</li> <li>• Usually generic participants</li> <li>• Logical language constructions and connectives</li> <li>• Persuasive devices, often including emotive and rhetorical language.</li> </ul>
<b>Common forms of persuasion text</b> <ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Catalogue</li> <li>• Travel brochure</li> <li>• Pamphlet from pressure group</li> <li>• Political manifesto</li> <li>• Newspaper or magazine article</li> <li>• Poster or flier</li> <li>• Book blurb</li> <li>• Letter to the editor or editorial</li> </ul>	

p. 56, *How to teach Writing Across the Curriculum at KS2*, Sue Palmer, David Fulton Publishers

## Persuasive Writing

<p><b>Level</b></p>	<p><b>Composition and Effect</b>  <b>Text Structure and Organisation</b>  <i>AF1 Writing imaginative, interesting and thoughtful texts.</i>  <i>AF2 Produce texts which are appropriate to task, reader and purpose</i>  <i>AF3 Organise and present whole texts effectively, sequencing and structuring information, events and ideas</i>  <i>AF4 construct paragraphs and use cohesion within and between paragraphs</i>  <i>AF7 Select appropriate and effective vocabulary</i></p>	<p><b>Sentence Structure and Punctuation</b>  <i>AF5 Vary sentences for clarity, purpose and effect</i>  <i>AF6 Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.</i></p>	<p><b>Spelling and Handwriting</b>  <i>AF8 Use correct spelling</i></p> <p>Linking sounds to letters.</p>
<p><b>Level W</b></p>	<p>Experiments with mark making, sometimes ascribing meaning to the marks. FSP          Uses some clearly identifiable letters to communicate meaning e.g. letters from own name. Often no sound/symbol match. FSP          Represents some sounds correctly in writing, e.g. attempts at writing words include some appropriate letters, usually in the initial position. FSP          Write their own names and other words from memory e.g. key words, names of other family members.          Attempt writing for a variety of purposes, using features of different forms FSP</p>	<p>Begin to form captions and simple sentences, sometimes using punctuation</p>	<p>Joins in with rhyming and rhythmic activities Shows an awareness of rhyme and alliteration  <a href="#">Handwriting Engages in activities requiring hand-eye coordination</a>          Draws lines and circles using gross motor movement</p> <p>Links some sounds to letters for example letters in his/her name, and is able to recognise them. FSP  <a href="#">Handwriting Begins to use anticlockwise movement and retrace vertical lines. Begin to form recognisable letters.FSP</a></p> <ul style="list-style-type: none"> <li>Links sounds to letters, naming and sounding the letters of the alphabet (4)</li> <li>Hear and say initial and final sounds in words. (5)</li> <li>Hear and say short vowel sounds within words. (6)</li> <li>Use their phonic knowledge to read simple regular words (linking sounds and letters 7)</li> <li>Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. (Writing 7)</li> <li>Attempts to read more complex words, using phonic knowledge (8)</li> </ul> <p><a href="#">Handwriting</a> - holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed, e.g. anticlockwise movement and retracing of vertical lines when appropriate.</p>
<p><b>1c</b></p>	<p><b>Level Descriptor: Pupils produce recognisable letters and words or symbols to convey meaning.</b>          Some recognisable letters and words to convey meaning, writing needs to be mediated to be understood</p>	<p><b>Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences. (9)</b></p>	<p><b>Level descriptor: Some commonly used letters are correctly shaped but may be inconsistent in their size and orientation.</b></p>
<p><b>1b</b></p>	<p><b>Level Descriptor: Pupils structure some phrases and simple statements using recognisable words to communicate ideas. Their writing can generally be understood without mediation.</b></p> <p>Understandable ideas expressed; some of them relate to prompt, or repeat text model or teacher's support.</p> <p>Word choice is limited but generally communicates meaning.</p>	<p><b>Level descriptor: They begin to show an understanding of how full stops and capital letters are used.</b>          Meaningful words and phrases, some of them expressing ideas in sentence like structures. Some parts of the writing may be abbreviated or disjointed. There may be omissions in some sentences. Some awareness shown, in writing or discussion, of how full stops are used</p>	<p><b>Level descriptor: Most letters are clearly shaped and correctly orientated.</b></p> <p>Writing is legible. Letters are usually correctly formed and orientated.</p> <p>Generally upper and lower case letters are not mixed within the word.</p>
<p><b>1a</b></p>	<p><b>Level descriptor: Pupils use phrases and simple statements to convey ideas, making some choices of appropriate vocabulary</b>          Writing related to content with word choice establishing content          Some connection between ideas and some events linked into a simple sequence.</p>	<p><b>Level descriptor: Pupils make some use of full stops and capital letters.</b>          Pupils make some use of full stops and capital letters.</p>	<p><b>Level descriptor: Some words are spelt conventionally. Letters are clearly shaped and correctly orientated.</b></p>

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<b>2C</b>	<p>Child can sustain writing</p> <p>Ideas are relevant</p> <p>Some connection between ideas</p> <p>Writing is structured using simple, chronological order</p>	<p>Some simple sentences, often a brief sentence starting with subject and verb (<i>The pan is full</i>). Or simple imperative sentences (<i>Keep it far away</i>).</p> <p>Clauses usually grammatically accurate, mostly joined with <i>and, but</i>. Some ideas joined together using simple conjunctions (and, then, so) Some connections between sentences, for example, pronouns referring back.</p> <p>Inconsistent use of full stops and capital letters</p> <p>Uses question marks when prompted by the teacher/ model</p>	<ul style="list-style-type: none"> <li>○ Letters correctly formed and orientated</li> <li>○ <i>Handwriting legible but may not be consistent.</i></li> <li>○ <i>Some common words spelt correctly, alternatives show reliance on phonics and some visual patterns.</i></li> <li>○ Attempts at phonetic spelling – not always comprehensible.</li> </ul>
<b>2B</b>	<p>Ideas are developed into recognisable example of text type (simple text structure is accurate). E.g. A short series of comments/ observations or a brief list of problems or a simple description. Possibly some expression of opinion (<i>I think it is dangerous</i>).</p> <p>Subject matter is relevant but not necessarily of a high quality.</p> <p>Events linked together by some relevant connectives</p> <p>Writing may be unfinished or rushed</p> <p>Some use of good vocabulary but not sustained throughout text.</p>	<p>Sentences are structured in different ways (mainly simple and compound).</p> <p>Some ideas are connected to explain and give more detail</p> <p>Some use of punctuation which may show some confusion e.g. full stops, question marks</p> <p>May be some use of punctuation within the sentence e.g. comma in list, possessive apostrophe.</p>	<ul style="list-style-type: none"> <li>○ Some irregular letter formation.</li> <li>○ <i>Spelling reflects growing knowledge of whole word structure with an awareness of visual patterns and recall of letter strings.</i></li> <li>○ <i>Spelling attempts are phonetically plausible</i></li> </ul>
<b>2A</b>	<p>Text is structured appropriately for task</p> <p>Child uses a range of ways of engaging reader's interest. e.g. details sometimes included to interest or persuade (<i>it's unbreakable</i>).</p> <p>Main ideas are linked together with possible use of line breaks, numbers, time related words and phrases, labelled diagrams.</p> <p>Wide vocabulary with some imaginative choices.</p>	<ul style="list-style-type: none"> <li>○ Grammatically accurate simple and compound sentences.</li> <li>○ Some use of subordinate clauses joined by a range of conjunctions (because, so, if, when)</li> <li>○ Sentence types are varied (statements, questions and exclamations)</li> <li>○ Occasional sentence variation when a spoken style is used (<i>Get one now!</i>).</li> <li>○ Some modal verbs used to express possibility (<i>It could fall off</i>).</li> <li>○ Possible repetition for emphasis (<i>a lot lot safer, a big big explosion</i>).</li> <li>○ Punctuation and use of capital letter is accurate at the beginning and end of sentences.</li> <li>○ Use of question mark and exclamation mark</li> <li>○ Some use of punctuation within a sentence e.g. comma in a list, possessive apostrophe, ellipsis</li> </ul>	<ul style="list-style-type: none"> <li>○ Writing may be a controlled, printed style with letters generally neat and regular in size, ascenders and descenders usually distinguished. Alternatively, there may be evidence of the ability to join letters, although this detracts from the overall regularity of the handwriting.</li> <li>○ <i>Spelling almost accurate, errors are phonetically plausible.</i></li> </ul>

**Bold National Curriculum Level descriptor;** 2002 Sample 2003, 2004 QCA mark schemes; *Old QCA mark schemes*, Statements from QCA KS1 teacher assessment trial guidance.

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3	<p><b>NC Level descriptor: Writing is organised, imaginative and clear. Main features of different forms used appropriately and beginning to adapt to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest.</b></p> <p>Text structure overall is simple: includes brief introduction or concluding statement. Paragraphs may be used to show obvious divisions; points tend to be listed without selective emphasis.</p> <p>A series of persuasive/ informative points; coverage may be uneven. Points include some description/ an identified issue (<i>Hot pans on the side</i>) some explanation of ideas.</p> <p>Tending to inform rather than explicitly persuade.</p> <p>Some awareness of the audience, but may not address (the audience) effectively.</p> <p>Some evidence of viewpoint, eg positive attitude about point of view expressed; attempts to impress the audience (<i>just been sent from America</i>) ; writers voice may be impersonal but this may not be sustained (<i>Just use your head</i>). Authoritative presentation may be weakened by imprecision (<i>things</i>).</p> <p>Some stylistic choices support persuasive purpose, for example vocabulary choices describe subject attractively (<i>awesome new extreme cycle</i>); conversational style of address (<i>yes that's right</i>)</p> <p>Some relevant vocabulary choices provide detail although not necessarily consistently.</p> <p>Relationships between sentences and clauses are sometimes made explicit, eg 2/3 linked sentences on possible consequences (<i>do not... because; if... then; Not only... but</i>).</p> <p>Ideas are linked mainly through topic.</p> <p>Pronoun reference is confused.</p>	<p><b>NC Level descriptor: Grammatical structure of sentences correct. Full stops, caps and question marks usually accurate.</b></p> <p>Some variation in sentence types through use of spoken style, for example imperatives (Go down to your toy store!); attempts at rhetorical questions or exclamation (Why don't you...).</p> <p>Sentences often imperatives, positive or negative (<i>point the handle away from you, do not touch it</i>), not always controlled; or use second person including modal verbs (you should put it on a cold surface).</p> <p>Mostly present tense</p> <p>Clauses mainly joined with <i>and/ but/ or/ then</i>; some use of <i>because</i> and <i>so [that]</i> to give explanations (<i>because they can get knocked over; so that the handle is over the flame</i>).</p> <p>Sentences are mostly compound with little variation in word order.</p> <p>Subjects and verbs frequently repeated.</p> <p>Use of modal verbs (you could be)</p> <p>Simple expansion of noun phrases adds limited detail: adjectives and adverbs supporting persuasive purpose sometimes included (<i>only, just, soon, ever</i>).</p> <p>Conventional advertising phrases or sentences may be used (<i>Only at T store! Now in store!</i>)</p> <p>Some generalisation (<i>always; never</i>).</p> <p>Full stops, capital letters, exclamation marks and question marks mostly accurate; commas in lists.</p>	<p>Handwriting is neat and regular in size.</p> <p>There is evidence of fluency and the ability to join letters.</p> <p>The handwriting is legible and shows some features of regularity in size and spacing. However, overall the script is disjointed and uneven.</p> <p><b>NC level descriptor: Spelling usually accurate including common polysyllabic words.</b></p> <p>Likely patterns of error:</p> <ul style="list-style-type: none"> <li>• Some confusion of common homophones eg no/know; your/ you're</li> <li>• Errors of word division eg alot, infact</li> <li>• Errors in poly syllabic words are phonetically plausible eg terned/ shorely</li> </ul>

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4	<p><b>NC level descriptor: Writing is lively and thoughtful. Ideas are often sustained and developed in interesting ways. Organisation is appropriate for the purpose and audience.</b></p> <p>Persuasive form maintained and selection of content shows awareness of audience (<i>You don't have to worry about space in your room</i>) e.g. attempts to engage or amuse.</p> <p>Content coverage is adequate but there may be a lack of balance between sections. Persuasive points are identified, some detail used to argue, give clear explanation and advice (<i>put the lead in a safer place</i>). Writing may rely more on assertion than persuasion.</p> <p>Viewpoint is established and maintained, eg information presented with some authority (<i>check for danger before starting</i>); concern expressed (<i>an accident waiting to happen</i>); speaker presents friendly, conversational relationship with audience (<i>I think I might get this toy!</i>)</p> <p>Stylistic choices consistently support the persuasive purpose, for example description and persuasion are interwoven (<i>the handy remote</i>); repetition use for effect; style of address to audience is sustained.</p> <p>Persuasion logically organised: sections of the text developed around topic sentence and similar content grouped together. Paragraphs often open with a main idea and contain illustrations and examples. Connections within paragraphs established and maintained, eg by reference to a previous idea.</p> <p>There is evidence of an introduction and conclusion but they are not developed.</p> <p>Transitions between paragraphs are sometimes awkward.</p> <p>Deliberate repetition to create unity, eg the use of <i>never/do not</i> start each point</p>	<p><b>NC Level descriptor: Beginning to use grammatically complex sentences extending meaning. Beginning to punctuate within a sentence.</b></p> <p>Sentences mostly grammatically sound.</p> <p>Variation in sentence construction: initial verbs for impact; conversational language and incomplete sentences (<i>Need more information? How much?</i>); adverbials (<i>in different sizes and shapes</i>); expanded noun phrases (<i>reversible moving talking action figure</i>);</p> <p>There is some use of relative clauses (eg <i>who, which</i>) and some subordinating conjunctions develop reasons (<i>if, because, when</i>).</p> <p>Some variety of subjects/pronouns, for example, to refer to speaker, product, listener (<i>You'll probably be on it 24/7</i>).</p> <p>Present tense generally used consistently.</p> <p>Adverbials used to vary sentence construction (<i>when you are ironing</i>), some technical terms as expanded noun phrases (<i>The kettle lead</i>).</p> <p><i>Either/or</i> to express alternatives (<i>you could either trip over the lead or iron the lead</i>);</p> <p>Use of modal verbs to express possibility (could, might)</p> <p>Most sentences correctly demarcated. Some commas mark phrases and clauses.</p>	<p><b>NC level descriptor: Handwriting fluent, joined and legible.</b></p> <p>Overall, the handwriting is regular with some flow and movement. Letters and words are usually appropriate in size and position but there is some variation.</p> <p><b>NC level descriptor: Spelling accurate including polysyllabic words which conform to regular patterns.</b></p> <p>Likely patterns of error:</p> <ul style="list-style-type: none"> <li>• Some confusion of more complex homophones eg course/ coarse, breaking/ brakeing</li> <li>• Phoneme omission (eg rem [em] ber</li> <li>• Errors in using suffixes and prefixes eg tried, familys, dissappear, hoping/hopeing/ hopping</li> </ul>

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5	<p><b>NC level descriptor: Writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate.</b></p> <p>Persuasive form adapted for specific readership, eg effective selection of comments and detail tailored to adults or children (<i>Yo to all you boys out there! Kids if I were you...</i>) Thorough coverage of points.</p> <p>A clear and consistent viewpoint is established and controlled, eg speaker as an authoritative voice (<i>the most advanced technology</i>), or a conversational/humorous tone created (<i>So get out of bed and come to the store</i>).</p> <p>Stylistic devices such as direct address, emotive vocabulary, rhetorical questions (<i>does this remind you of your kitchen?</i>) or safety slogans may be used to engage the reader.</p> <p>Vocabulary choices fully support purpose with selective use of precise detail and generalised reference.</p> <p>Paragraphs are logically ordered and sequenced supporting development of content across the whole text. There is a clear sense of introduction and conclusion. Paragraphs of different lengths are used for emphasis.</p> <p>Pronoun references are generally appropriate.</p> <p>Detailed content is well organised within and between paragraphs. The organisation of each point supports thorough coverage and emphasis on main ideas.</p> <p>Topic sentences are sometimes strategically placed to emphasise important points.</p>	<p><b>NC level descriptor: Simple and complex sentence structures used effectively.</b></p> <p>Varied sentence types e.g. questions and/or imperatives.</p> <p>Compound and complex sentences with varied connectives, eg <i>which, while, also, otherwise, however</i>.</p> <p>Expanded phrases and clauses build up relevant detail (which sings them a lullaby). Additional words and phrases (absolutely, actually).</p> <p>Reduced phrases and clauses to suggest formal tone (<i>when not in use</i>).</p> <p>Simple, repetitive structures or shortened sentences may add impact (<i>Beware!</i>) or be used for effect (<i>He'll sing, he'll dance, he'll shout</i>).</p> <p>Some use of complex verb phrases to express future and past (<i>eg they will be able to go; you are even allowed to look around</i>).</p> <p>Qualifying words and phrases (<i>especially, severely</i>) add precision to vary meaning. Shades of meaning (slightly).</p> <p>Time reference and focus varied through use of verbs (passive: <i>has been left on; was made by the company</i>).</p> <p>Range of punctuation used, almost always correctly, eg brackets, dashes, colons</p>	<p><b>NC level descriptor: Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.</b></p> <p>The handwriting is consistent and fluent with letters and words appropriately placed. The handwriting maintains a personal style to engage the reader.</p> <p><b>NC level descriptor: words with complex regular patterns are usually spelt correctly.</b></p> <p>Likely errors:</p> <ul style="list-style-type: none"> <li>• Incorrect hyphenation of some compound words re-act/ grand-father</li> </ul> <p>Errors in more complex suffix formations eg responsible/ responsible; physicy; basicly</p>

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6	<p><b>NC Level descriptor: Pupils writing often engages and sustains the reader's interest, showing some adaptation of style and register to different forms, including using an impersonal style where appropriate... Ideas are organised into paragraphs</b></p> <p>The persuasion is well crafted and sustained with a direct appeal to the audience. Details are confidently managed and consistently reinforced by persuasive links.</p> <p>Content is adapted and shaped for effect, eg writing may show awareness of readership by presenting alternatives; explaining reasons behind each point.</p> <p>Audience's interests sustained by variation in tone and level of formality eg through an arresting opening.</p> <p>Chosen voice is effectively controlled to create rapport with the audience.</p> <p>Stylistic devices varies the appeal and gives emphasis eg aphorisms (<i>it's not winning, but...</i>), emotive language (<i>You're just stars</i>), building to a climax.</p> <p>The voice of the writer is well controlled and convincing: the writer adopts an authoritative persona, held consistently and developed across the whole text.</p> <p>Stylistic devices such as linguistic patterning (eg repetition), slogans, direct address (<i>He's cool! He's flash! Get the voice control out and talk, talk, talk</i>), word play, alliteration, exaggeration, figurative language are used to keep the audience's attention and manipulated to fully support the persuasive purpose.</p> <p>Paragraphs are varied in length and structure in ways that control ideas and develop a persuasive argument.</p> <p>The introduction and conclusion give direction and contribute to the persuasion of the text.</p>	<p><b>NC level descriptor: Pupils use a range of sentence structures. A range of punctuation is usually used correctly to clarity meaning.</b></p> <p>A range of grammatical structures (eg adverbials of time and place) is used to vary the length and focus of sentences and to express shades of meaning.</p> <p>Word order may be manipulated for emphasis.</p> <p>Sentences may include embedded subordinate clauses for economy of expression.</p> <p>Impersonal constructions are used appropriately.</p> <p>A range of punctuation is used correctly to structure sentences and the whole text, sometimes to create deliberate effects, such as the dash, bullets points or parenthetic commas.</p>	<p><b>NC level descriptor: Handwriting is near and legible.</b></p> <p><b>NC level descriptor: Spelling is generally accurate including that of irregular words</b></p> <p>Likely patterns of error:</p> <ul style="list-style-type: none"> <li>• Errors with unstressed vowels eg dependant; definately;</li> <li>• Consonant doubling in more difficult words eg embarassment; occassionally; adress</li> </ul>

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7	<p><b>NC Level descriptor: Pupils' writing is confident and shows appropriate choices of style in a range of forms. In non-fiction ideas are organised and coherent. Paragraphing and punctuation are used to make the sequence of events or ideas coherent and clear to the reader.</b></p> <p>The tone and content are sustained and consistently persuasive and adapted to manipulate audience eg by anticipating fears or objections of audience, personal appeal. The argument is explicit and convincing.</p> <p>The audience is addressed in a well-advanced, coherent and persuasive piece of writing. Voice used conveys sense of urgency or significance of occasion taking into account different perspectives on potential outcomes.</p> <p>Appropriate and individual style deployed to match the occasion and audience eg rhetorical questions and humour.</p> <p>Paragraphs are varied in length and structure in ways which control ideas and persuade a persuasive argument.</p> <p>Cohesion is reinforced by the subtle use of a range of text connectives or other linking devices (<i>eg adverbials, summary statements, reformulating, conclusion echoing introduction and consistency of address</i>)</p>	<p><b>NC level descriptor: Grammatical features are accurately and effectively used.</b></p> <p>There is appropriate variation in sentence structure; simple sentences are used effectively and contrasts achieve particular effects or emphasis (eg active/ passive voice, past/present tense, modals, imperatives)</p> <p>Controlled placing of adverbial and expanded noun phrases.</p> <p>Accurate punctuation is used to vary pace, clarify meaning, avoid ambiguity and create deliberate effects.</p>	<p><b>NC level descriptor: work is legible and attractively presented.</b></p> <p><b>NC level descriptor: Spelling is correct including that of complex irregular words</b></p> <p>Likely patterns of error:</p> <ul style="list-style-type: none"> <li>Any errors stand out as untypical or 'one off' slips.</li> </ul>



### Persuasion Success Criteria

<b>NC Level</b>	<b>Assessment Focuses: Sentence structure Punctuation</b>	<b>Assessment Focuses: Composition and effect Text structure and organisation</b>
Below L3	<ul style="list-style-type: none"> <li>• I can write in sentences.</li> <li>• Sometimes I join my ideas together using “and” or “but” in my sentences.</li> <li>• I can vary my writing by sometimes using a spoken style “Get one now!”</li> <li>• I can repeat words to make a point.</li> <li>• I sometimes use capital letters and full stops</li> </ul>	<ul style="list-style-type: none"> <li>• I can write several points to persuade my reader.</li> <li>• I can describe the argument and give my opinion.</li> <li>• I can add detail to interest or persuade my reader (it’s unbreakable)</li> <li>• I can link my sentences together e.g. using pronouns to refer back to my subject.</li> </ul>
3	<ul style="list-style-type: none"> <li>• I can write longer sentences using the joining words “and”, “but”, “or”, “then”, “because” or “so that”</li> <li>• I can write my sentences in consistent present tense (unless I’m arguing about something which happened in the past)</li> <li>• I can persuade my reader by sometimes using an imperative verb at the beginning of a sentence e.g. “Go down to your toy store!”</li> <li>• I can use questions to make my argument, e.g. “Why don’t you...”</li> <li>• I can use adjectives and adverbs to add detail and persuasion to my argument (only, just, soon, ever)</li> <li>• I can use advertising phrases and slogans.</li> <li>• I can use full stops, capital letters, exclamation marks and question marks most of the time.</li> <li>• I can use commas in lists.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write a series of persuasive points.</li> <li>• I can choose appropriate words to make my argument sound more convincing (awesome new extreme cycle)</li> <li>• I can write in a spoken style for a particular effect on my reader, e.g. (yes that’s right)</li> <li>• I can write at least 2 or 3 sentences about each of my points. These are linked together with connectives (do not... because; if... then)</li> <li>• I can use paragraphs to show when I introduce a new point.</li> </ul>

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4	<ul style="list-style-type: none"> <li>• I can vary my sentences for impact, e.g. starting with imperative, conversation language, questions, adverbs, expanded noun phrases</li> <li>• I can use more complex conjunctions in my sentences, e.g. “who”, “which”, “if”, “because” and “when”</li> <li>• I can use present tense consistently.</li> <li>• I can use technical terms.</li> <li>• I can use “either” and “or” to write down possible alternative future events e.g. “you could <b>either</b> trip over the lead <b>or</b> iron the lead”</li> <li>• I can use commas to mark my phrases and clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• My writing is persuasive all the way through.</li> <li>• I can include detail to argue, explain or advise.</li> <li>• I can make my views clearly throughout my argument.</li> <li>• I can combine description and persuasion and repetition for effect.</li> <li>• Each of my sections is organised with a topic sentence and linked sentences expanding upon this. Similar points are organised together.</li> <li>• I can use paragraphs.</li> <li>• I can write an introduction and conclusion for my argument.</li> </ul>
5	<ul style="list-style-type: none"> <li>• I can write a range of different sentences types using a variety of conjunctions, e.g. “which”, “while”, “also”, “otherwise”, “however”</li> <li>• I can expand my phrases and clauses by adding detail</li> <li>• I can write using a formal tone when necessary</li> <li>• I deliberately choose to use simple, repetitive phrases or sentences for impact: “Beware!”, “He’ll sing, he’ll dance, he’ll shout”</li> <li>• I can write in a passive voice when appropriate, “was made by the company”</li> <li>• I can use a range of punctuation, almost always accurately, e.g. brackets, dashes, colons</li> </ul>	<ul style="list-style-type: none"> <li>• I can write my argument for a chosen audience e.g. adults, children</li> <li>• I can consistently maintain my viewpoint throughout the writing e.g. as an expert, with humour</li> <li>• I can use direct address, questions or slogans to engage my reader.</li> <li>• I choose vocabulary that will give precise detail and support my argument.</li> <li>• I can order my paragraphs logically. My argument develops throughout the whole text.</li> <li>• I can write an effective introduction and conclusion.</li> <li>• I can use strategic topic sentences to emphasise important points.</li> <li>• My paragraphs are different lengths to show which points are the most important.</li> <li>• My ideas are well linked within and between paragraphs.</li> </ul>