

# NAPLAN\* Persuasive Text sample work sheets – Primary

Written by Merryn Whitfield

ISBN 978-1-921852-00-8 ©

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## How to use this resource

Welcome to Blake Education's new NAPLAN\* writing resource for teachers.

Here you will find some handy hints, charts and examples to use with your students and assist them in understanding and gaining confidence with the changed NAPLAN\* writing task – A Persuasive Text.

This resource features:

- A general introduction to the similarities and differences in the NAPLAN\* marking criteria
- An outline of how to write an exposition text
- An outline of how to write a discussion text
- An overview of features of persuasive texts
- A sample persuasive task and a worked example for each grade 2–6
- A set of activity questions to use with students when analysing the worked example for each grade 2–6
- Extra NAPLAN\* test stimulus material for each grade 2–6
- A teacher's marking rubric to use when assessing students' persuasive texts.



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A new text type – Persuasive Texts – will be assessed in the national NAPLAN\* tests in May 2011.

The marking criteria used will be similar to that used to mark the NAPLAN\* narrative tasks in 2008–2010.

The only changes in the 10 separate criteria will involve:

- persuading instead of entertaining an audience
- organising the writing using persuasive text structure (introduction, body, conclusion) rather than a narrative structure (orientation, complication, resolution)
- selecting and elaborating ideas to present a persuasive argument
- using persuasive language and devices instead of describing character and setting.

Marking criteria such as cohesion, paragraphing, sentence structure, punctuation and spelling will remain virtually the same.

Persuasive texts cover a wide variety of genre formats; however, the two most significant ones are:

- **Expositions**
- **Discussions**

Students may be able to choose which of these two formats they use to write their persuasive text in the NAPLAN\* writing task. So it is vitally important that students have a clear understanding, not only of persuasive language devices, but also of the structural similarities and differences between expositions and discussions.

**NOTE:** For more information, see:

*Blake's Writer's Guide*, 2009, Pascal Press

*Targeting Text Interactively – Persuasive Texts*, 2011, Blake Education (3 CD ROM set)

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Exposition texts are written for the purpose of presenting a point of view in favour or against a specific topic. The ultimate aim is to try to convince the reader to agree with your opinion, or take a certain course of action, by giving reasons and examples to support your ideas.

### Exposition texts:

- are emotive
- are biased
- sound authoritative

### Structure:

#### Introduction

- include a statement to give the author's opinion
- preview important arguments
- engage the reader's attention

#### Body

- include a series of paragraphs
- give a new idea or argument with reasons and examples to support it in each paragraph
- use persuasive language
- use quoted or reported speech
- use cohesive language to link ideas between paragraphs

#### Conclusion

- restate the position of the writer
- sum up the main arguments
- include request action to be taken by the reader (optional)
- do NOT give any new information

Discussion texts are written for the purpose of presenting different opinions, points of view, or perspectives on a specific issue. These may be:

- in favour
- against
- unsure

Ideas and arguments from all sides are evaluated before a decision is made.

### Discussion texts:

- can examine controversial topics
- use arguments directly related to the topic
- need to be convincing
- sound authoritative

### Structure:

#### Introduction

- include a statement to define the topic
- give background information to the reader about the topic
- show the different points of view to be examined

#### Body

- include a series of paragraphs
- include 2 or 3 paragraphs with arguments in favour and reasons or examples to support these ideas
- include 2 or 3 paragraphs with arguments against and reasons or examples to support these ideas
- use quoted or reported speech
- use persuasive language
- use cohesive language to link ideas or to show change of opinion

#### Conclusion

- give a summary of arguments from both sides
- evaluate which arguments are the most effective
- recommend one point of view over the other because of the arguments presented

The use of effective language is very important in persuasive texts, and this is reflected in the marking criteria. Students can be assessed for their language use in:

- audience – as they engage and persuade the reader
- ideas – as they use words to elaborate and link ideas/arguments and reasons
- persuasive devices – as they portray the writer’s position and try to convince the reader
- vocabulary – as they use appropriate topic language according to the context of the task
- cohesion – as they use referring words, substitutions, word associations, and connectives and conjunctions through the sentences and paragraphs

## So what types of language features do persuasive texts use?

- Present tense – a persuasive text is written ‘now’. The verbs are written using present tense.  
E.g. is, be, are, means, need, act, stop
- Action verbs – words that show what is happening  
E.g. save, battle, lose, repair
- Thinking and feeling words – to convey the emotion of the topic and the writer’s point of view  
E.g. believe, opinion, think, feel, know, like, grateful, surprised, doubt, trust, hope
- Emotive words – to engage the reader and make them see the issue the way you do  
E.g. harsh, fierce, treasured, unique, nasty, special, delightful, gorgeous, dangerous, brutal
- Evaluative language – to examine the arguments and supporting evidence  
E.g. important, simple, narrow minded, threatened, it is obvious, future benefits, easier, expected, unlikely claim, too fragile, poor judgement, only option
- Degree of certainty (also known as modality) – how certain are your statements? Do you want to make people agree, or do you want to cast some doubt in their opinions?  
E.g. may, will, must, might, usually, almost, always, never, sometimes, generally, undisputed, hardly ever, certain, should, could, have to

- Conjunctions and connectives – conjunctions are used to join ideas within the same sentence, while connectives are used to link ideas between different sentences and paragraphs  
E.g. and, but, however, another reason why, also, some people, on the other hand, or, firstly, if, secondly, finally, regardless, not everyone agrees, while, although, first of all, in the end, because, since

## Getting a good start

Persuasive texts need to make a point, or persuade the reader to agree with a particular point of view. As such, their introductions need to be clear and summarise the main message. The writer may use a title that is bold, inspiring or controversial. They must engage the reader and their emotions so that they want to keep on reading.

Some interesting ways to grab a reader's attention in persuasive texts are to:

- use a title with powerful language
  - Students injured in another sporting tragedy
  - Government fails to solve environmental disaster
- start the introduction with a rhetorical question
  - Why on earth would anyone want to use public transport?
  - What's so good about dogs?
- start the introduction with highly emotive language
  - It is obvious that people have been ignoring playground safety for far too long.
  - Quite clearly people in the local area are fed up with the lack of action.
- start the introduction by using personal pronouns to involve the reader
  - I am certain that you wouldn't agree with the ridiculous idea that cats make better pets than dogs.
  - You have got to be joking if you think that it is safe for young children to be riding dirt bikes!
- start the introduction with a clear statement of the topic
  - Each year countless animal species are added to the world's endangered list.
  - Climate change is constantly in the news, but there are still people who disagree over what causes it and how its effects can be slowed.

# All children should have to play sport

Do you agree or disagree with this topic, or can you see both sides of the issue?  
Write to persuade a reader to agree with your own opinions.

Think about:

- what your point of view is
- how to write an introduction to clearly state what you think about the topic
- what your arguments are, with reasons or examples to explain them
- how to be persuasive
- how to write a conclusion to give a summary of your main points and a final comment on your opinion.

Remember to:

- plan your writing before you begin
- make your writing interesting to read
- write in sentences and stay on the topic
- check your spelling and punctuation
- start a new paragraph for each new idea
- check and edit your writing when you are finished.

**Look carefully at the pictures.**  
**They may help you with some of your ideas.**



## All children should have to play sport

### Introduction

Children all over Australia are getting fatter and fatter and the way we live is making it worse. So how can we help? The best way is to get kids of all ages involved in playing sport.

### Main idea

Being active by playing sport is going to keep kids strong, fit and healthy. Growing bodies need lots of daily exercise and the best way to do this is to play sport. Scientists have shown that kids who play sport have less health problems than kids who sit at home and watch too much TV.

### Supporting reasons and evidence

There are lots of sports that kids can play such as soccer and netball in the winter, and softball and cricket in the summer. They can also play sports like gymnastics, tennis and basketball all year round. So it doesn't matter what you like or where you live, there is a sport for everyone. You won't have to complain about being bored!

Also, playing a team sport is great for kids because they get to make lots of new friends. They also learn how to work together in a team and cooperate with each other. Kids who don't play sports don't have this chance for fun and friendship, which is really sad.

### Conclusion

It is obvious that all children should have to play sport. It helps them make new friends, keep fit and healthy, and learn how to work with others. Playing a sport is fun and exciting and it is much better than being bored at home.

## Working with the Year 2 example persuasive task

1. What is the author's opinion on this topic?

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2. What words or phrases does the author use to tell you their point of view?

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3. This exposition text does not have a title. What do you think would be a good title?

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4. In the introduction, the author used the word 'we'. Why did the author do this?

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5. Can you find some other examples in the text where the author has used pronouns in the same way?

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6. How has the author organised their ideas, arguments and reasons?

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7. Expositions use emotive words to make an impact on the reader. Some of the emotive words used in this text are: fun, friendship, cooperate. Can you find some more?

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8. Expositions use words to persuade the reader to agree with their point of view. Some of the persuasive words used in this text are: help, best, need. Can you find some more?

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9. Expositions use words to link ideas in a paragraph and link ideas between paragraphs. Some of the linking words used in the text are: so, and, which. Can you find some more?

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10. Expositions use topic words through the text. These topic words relate to the title or heading. So in this text they would be words that are about children and sport. Can you find some examples of these topic words in the text?

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11. What is the purpose of the conclusion in this exposition?

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12. What arguments in the body of the exposition are referred to in the conclusion?

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## Cats or Dogs – Do cats make better pets than dogs?

What do you think about this idea?

Write to persuade a reader to agree with your point of view.

Think about:

- if you agree or disagree or if you can see both sides of the topic
- an introduction – clearly say what you think about the topic
- your opinions – give reasons or examples to explain them and be persuasive
- a conclusion – a summary of your main points and a final comment on your opinion

Remember to:

- plan your writing before you begin
- make your writing interesting to read
- write in sentences and stay on the topic
- check your spelling and punctuation
- use words that will persuade your reader
- start a new paragraph for each new idea
- check and edit your writing when you are finished



# Public transport – Is it the way to go?

Do you agree or disagree with this topic, or can you see both sides of the issue?  
Write to persuade a reader to agree with your own opinions.

Think about:

- what your point of view is
- how to write an introduction to clearly state what you think about the topic
- what your arguments are, with reasons or examples to explain them
- how to be persuasive
- how to write a conclusion to give a summary of your main points and a final comment on your opinion

Remember to:

- plan your writing before you begin
- make your writing interesting to read
- write in sentences and stay on the topic
- check your spelling and punctuation
- start a new paragraph for each new idea
- check and edit your writing when you are finished

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**They may help you with some of your ideas.**



## Public transport – Is it the way to go?

### Title

Public transport is a real winner!

### Introduction

Why would anyone not want to use public transport? Buses, trains, trams and ferries are quick, easy to use and open to all. They are by far the best way to move around the city or the suburbs.

### Main idea

Just think about it. Have you ever been sitting in your car, stuck for ages in a traffic jam? If you use public transport, you would already be at your destination, and be a lot less stressed. Sure, sometimes you might have to change trains or buses to get to where you want to go, but it is much more interesting than looking at rusty old bumper bars.

### Supporting reasons and evidence

Another positive for public transport is that anyone can use it, even children. You can't say the same about cars or motorbikes, because to drive these you need to be over 16 and have a licence. Not to mention, it costs a lot of money to buy one. Also, you don't have to worry about finding parking spots or keeping to the speed limit. Using public transport makes travelling around town so much easier.

However, the most important benefit of public transport is that it is more environmentally friendly than driving a car or riding a motorbike. Because so many people can travel all at the same time, less energy is used per person. More people on public transport means less people in cars and less pollution in our air. That is wonderful for protecting our environment.

### Conclusion

Public transport is there for all of us. We should all make better use of it. If you need to go somewhere, why not catch a train, bus or ferry and save yourself time, stress and money!

## Working with the Year 3 example persuasive task

1. How is the title of the text useful in this exposition?

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2. What would be another effective title?

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3. If you had a different point of view, how would the title change?

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4. To begin the introduction, the author uses a rhetorical question. Why did the author do this? What effect does it have on the reader?

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5. Can you find another example of a rhetorical question used in the text? What is it?

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6. Why does each paragraph have a main idea?

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7. What is the purpose of the main idea in each paragraph?

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8. Expositions use words to persuade the reader to agree with their point of view. Some of the persuasive words used in this text are: quick, best, less stressed. Can you find some more?

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9. Expositions use words to link ideas in a paragraph and link ideas between paragraphs. Some of the linking words used in the text are: or, if, another. Can you find some more?

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10. Punctuation is very important in any sort of writing. Name 4 different types of punctuation (apart from capital letters and full stops) used in this exposition and give examples.

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11. What is the purpose of the conclusion in this exposition?

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12. What arguments in the body of the exposition are referred to in the conclusion?

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# Junk food – Should it be banned at school?

What do you think about this idea? Write to persuade a reader to agree with your point of view.

Think about:

- if you agree or disagree or if you can see both sides of the topic
- an introduction – clearly say what you think about the topic
- your opinions – give reasons or examples to explain them and be persuasive
- a conclusion – a summary of your main points and a final comment on your opinion

Remember to:

- plan your writing before you begin
- make your writing interesting to read
- write in sentences and stay on the topic
- check your spelling and punctuation
- use words that will persuade your reader
- start a new paragraph for each new idea
- check and edit your writing when you are finished



# Recycling – It’s not easy being green.

Do you agree or disagree with this topic, or can you see both sides of the issue?  
Write to persuade a reader to agree with your own opinions.

Think about:

- what your point of view is
- how to write an introduction to clearly state what you think about the topic
- what your arguments are, with reasons or examples to explain them
- how to be persuasive
- how to write a conclusion to give a summary of your main points and a final comment on your opinion

Remember to:

- plan your writing before you begin
- make your writing interesting to read
- write in sentences and stay on the topic
- check your spelling and punctuation
- start a new paragraph for each new idea
- check and edit your writing when you are finished

**Look carefully at the pictures.**  
**They may help you with some of your ideas.**



## Recycling – It’s not easy being green.

### Introduction

Reduce, reuse, and recycle. Everyday we are told that we need to take more care of our environment. But it’s not that easy being green – or is it?

### Main idea

Over the past few years, local councils have tried to make it easier for people to be green. They provide different coloured bins so residents know where to put their rubbish. Added to these coloured bins are pictures on the bins showing what is allowed and what is not. These steps make it simple for people to recycle most of their household waste and help protect our environment.

### Supporting reasons and evidence – one point of view

At the same time, hundreds of thousands of Australians participate in the annual ‘Clean Up Australia Day’. This was started by a famous Australia, Ian Kiernan. He aims to make people more aware of the need to look after our country and its unique landscape. It certainly is inspiring to see so many people collecting rubbish from their local areas and the best bit is that most of it is recycled. Surely that many people can’t be wrong!

### Main idea – another point of view

But on the other hand, some people find the idea of recycling takes too much of their time. They can’t be bothered to sort their rubbish, and would rather just send it all to our ever growing tips and dumps. They don’t stop to think about what will happen 10, 20 or 30 years down the track when these places are full.

### Supporting reasons and evidence – another point of view

Other narrow minded people believe that one person can’t make a difference. Well they’re wrong. Every item that is recycled is a bonus for our environment as we learn to use our resources in a more efficient way so that they last for years to come.

### Conclusion

Recycling is not that hard when you think about it. Almost everything we use can be recycled, from paper to glass to plastic. It makes sense to do everything we can to help protect our environment for the future. Green is the very best colour of all!

## Working with the Year 4 example persuasive text

1. What would be a good heading or title for this discussion text?

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2. What is the purpose of the introduction in this discussion?

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3. Is this introduction effective? Explain why.

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4. How has the discussion text been organised?

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5. How has the text shifted from one point of view to another?

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6. How has the conclusion linked itself to the rest of the text (the body and the introduction)?

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7. What is the most effective part of the conclusion? Why?

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8. Discussions use words to persuade the reader to agree with their point of view. Some of the persuasive words used in this text are: not that easy, simple, narrow minded. Can you find some more?

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9. Discussions use words to link ideas in a paragraph and link ideas between paragraphs. Some of the linking words used in the text are: but, added, at the same time. Can you find some more?

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10. Punctuation is very important in any sort of writing. What different sorts of punctuation are used in this text? Write down an example of each type.

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11. Is this discussion effective? Explain why.

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# Computer games – Are they a waste of time?

What do you think about this idea?

Write to persuade a reader to agree with your point of view.

Think about:

- if you agree or disagree or if you can see both sides of the topic
- an introduction – clearly say what you think about the topic
- your opinions – give reasons or examples to explain them and be persuasive
- a conclusion – a summary of your main points and a final comment on your opinion

Remember to:

- plan your writing before you begin
- make your writing interesting to read
- write in sentences and stay on the topic
- check your spelling and punctuation
- use words that will persuade your reader
- start a new paragraph for each new idea
- check and edit your writing when you are finished



## What is more important – friends or family?

What do you think about this idea? Do you think family is more important?  
Do you think friends are more important? Or can you see both sides of the issue?  
Write to persuade a reader to agree with your own opinions.

Think about:

- what your point of view is
- how to write an introduction to clearly state what you think about the topic
- what your arguments are, with reasons or examples to explain them
- how to be persuasive
- how to write a conclusion to give a summary of your main points and a final comment on your opinion

Remember to:

- plan your writing before you begin
- make your writing interesting to read
- write in sentences and stay on the topic
- check your spelling and punctuation
- start a new paragraph for each new idea
- check and edit your writing when you are finished

**Look carefully at the pictures.**

**They may help you with some of your ideas.**



# What is more important – friends or family?



## Working with the Year 5 example persuasive text

1. What impact does the title have in this discussion?

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2. Why does the author use a rhetorical question in the introduction? Where else is one used in the text?

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3. How has the author organised their arguments and reasons to support both points of view?

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4. In discussions, it is important to use words that link arguments and reasons in a paragraph and between paragraphs so that the text is cohesive. Find some examples of words that do this in the text.

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5. How has the author introduced each different point of view in the text?

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6. What is the purpose of the conclusion in this discussion?

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7. Which arguments in the body of the text are referred to in the conclusion?

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8. How does the conclusion link back to the introduction? What is the effect of this on the text as a whole?

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9. Discussions use emotive words to persuade the reader to agree with their point of view. Some of the emotive words used in this text are: more important, a special bond, the best thing. Can you find more?

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10. Punctuation is very important in any sort of writing. What different sorts of punctuation are used in this text? Write down an example of each type.

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## Caged or Free – Should animals be kept in zoos?

What do you think about this idea? Write to persuade a reader to agree with your point of view.

Think about:

- if you agree or disagree or if you can see both sides of the topic
- an introduction – clearly say what you think about the topic
- your opinions – give reasons or examples to explain them and be persuasive
- a conclusion – a summary of your main points and a final comment on your opinion

Remember to:

- plan your writing before you begin
- make your writing interesting to read
- write in sentences and stay on the topic
- check your spelling and punctuation
- use words that will persuade your reader
- start a new paragraph for each new idea
- check and edit your writing when you are finished



## Climate change: man-made or natural?

What do you think about this idea? Do you think climate change is man-made or naturally occurring? Or can you see both sides of the issue? Write to persuade a reader to agree with your own opinions.

Think about:

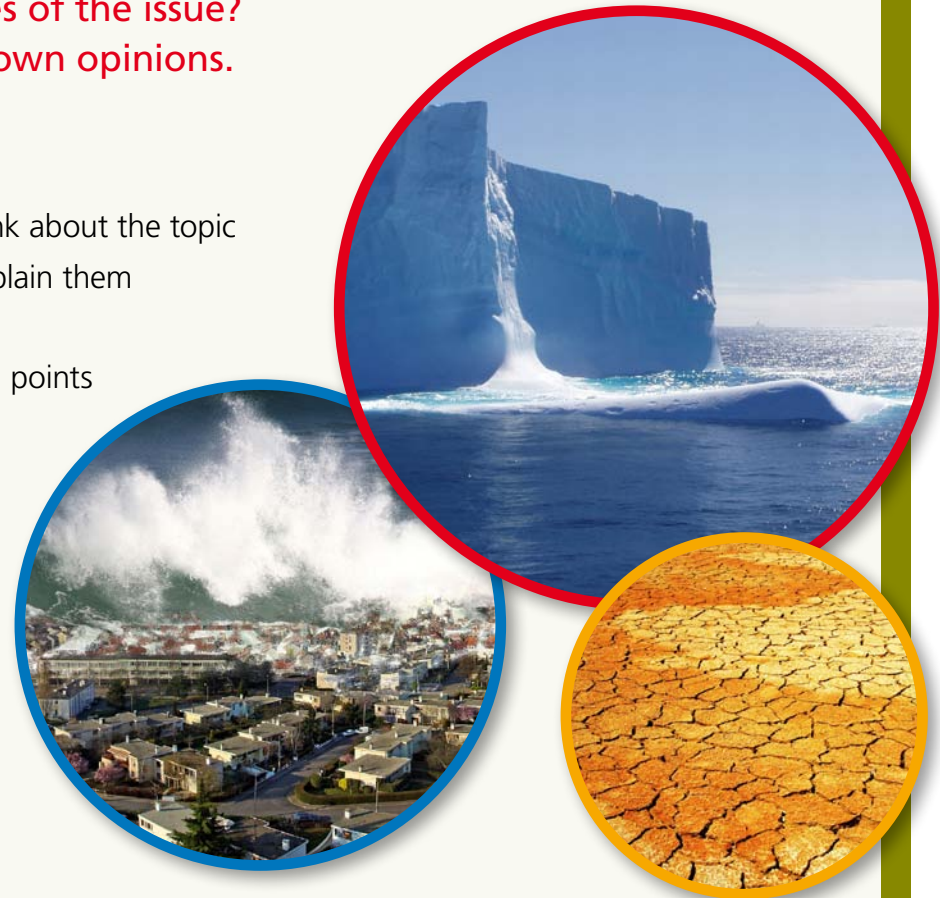
- what your point of view is
- how to write an introduction to clearly state what you think about the topic
- what your arguments are, with reasons or examples to explain them
- how to be persuasive
- how to write a conclusion to give a summary of your main points and a final comment on your opinion

Remember to:

- plan your writing before you begin
- make your writing interesting to read
- write in sentences and stay on the topic
- check your spelling and punctuation
- start a new paragraph for each new idea
- check and edit your writing when you are finished

**Look carefully at the pictures.**

**They may help you with some of your ideas.**



# Climate change: man-made or natural?



## Working with the Year 6 example persuasive text

1. How does the title link with the conclusion?

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2. How does the introduction examine both points of view?

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3. What does the author do in the introduction to try and engage with the reader?

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4. How does the author organise the arguments and supporting evidence for each point of view?

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5. In discussions, it is important to use words that link arguments and reasons in a paragraph and between paragraphs so that the text is cohesive. Find some examples of words that do this in the text.

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6. Which arguments in the body of the text are referred to in the conclusion?

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7. What do you think is the author's overall opinion on the topic? What makes you think this?

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8. Discussions also use emotive words to persuade the reader to agree with their point of view. Some of the emotive words used in this text are: critical issue, others strongly argue, absolutely no control. Can you find more?

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9. Look at how the author has structured the sentences within the text. What do you notice about the sentences in each paragraph?

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10. Punctuation is very important in any sort of writing. What different sorts of punctuation are used in this text? Write down an example of each type.

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## Graffiti – is it art or vandalism?

What do you think about this idea? Write to persuade a reader to agree with your point of view.

Think about:

- if you agree or disagree or if you can see both sides of the topic
- an introduction – clearly say what you think about the topic
- your opinions – give reasons or examples to explain them and be persuasive
- a conclusion – a summary of your main points and a final comment on your opinion

Remember to:

- plan your writing before you begin
- make your writing interesting to read
- write in sentences and stay on the topic
- check your spelling and punctuation
- use words that will persuade your reader
- start a new paragraph for each new idea
- check and edit your writing when you are finished



**PERSUASIVE TEXTS ASSESSMENT RUBRIC**

	<b>POOR</b>	<b>DEVELOPING</b>	<b>SATISFACTORY</b>	<b>GOOD</b>	<b>EXCELLENT</b>
<b>Text Purpose</b>	<ul style="list-style-type: none"> <li>• very short text</li> <li>• no attempt to persuade</li> <li>• unrelated ideas</li> </ul>	<ul style="list-style-type: none"> <li>• short text – not much detail</li> <li>• contains some simple persuasion</li> <li>• relies only on stimulus material</li> <li>• inconsistent purpose</li> </ul>	<ul style="list-style-type: none"> <li>• consistently persuasive text</li> <li>• attempts to engage the reader</li> <li>• ideas and arguments linked</li> <li>• at least 1 point goes beyond the stimulus</li> </ul>	<ul style="list-style-type: none"> <li>• very detailed</li> <li>• consistently persuasive/effective</li> <li>• engaging throughout</li> <li>• ideas and arguments linked with supporting detail</li> <li>• at least 2 points go beyond the stimulus</li> </ul>	<ul style="list-style-type: none"> <li>• very detailed and highly engaging</li> <li>• clearly influences the reader</li> <li>• many ideas show thoughtful extension beyond the stimulus</li> <li>• ideas, arguments and evidence are skillfully related throughout</li> </ul>
<b>Text Organisation</b>	<ul style="list-style-type: none"> <li>• no structure</li> <li>• single paragraph</li> <li>• very short</li> <li>• missing or incorrect links so text doesn't make sense / confusing</li> </ul>	<ul style="list-style-type: none"> <li>• short text</li> <li>• lists points without details or evidence</li> <li>• 1-2 paragraphs or new paragraph for each sentence</li> <li>• some linking words used – but repetitive and simple (and, but, also)</li> </ul>	<ul style="list-style-type: none"> <li>• contains at least 3 arguments/ideas</li> <li>• each idea has 1 supporting reason/evidence</li> <li>• separate paragraphs for introduction / body/conclusion</li> <li>• linking words used in sentences and for paragraphs. Some variety (because, whereas, while)</li> </ul>	<ul style="list-style-type: none"> <li>• contains at least 4 arguments, at least 3 with multiple reasons/evidence</li> <li>• attention grabbing introduction</li> <li>• separate paragraphs for main points in body</li> <li>• meaning is clear through use of effective cohesive words and phrases</li> <li>• (as a result, for this reason, therefore)</li> </ul>	<ul style="list-style-type: none"> <li>• contains more than 4 arguments, each one with multiple reasons/evidence</li> <li>• attention grabbing introduction</li> <li>• effective conclusion to sum up and make a statement</li> <li>• effective paragraphing through</li> <li>• clear meaning</li> <li>• wide range of conjunctions and connectives used</li> </ul>
<b>Language features and vocabulary use</b>	<ul style="list-style-type: none"> <li>• no evidence of persuasive language</li> <li>• simple words only</li> </ul>	<ul style="list-style-type: none"> <li>• relies on modelled language in stimulus</li> <li>• simple or slang words mostly used</li> <li>• (I think, I reckon)</li> </ul>	<ul style="list-style-type: none"> <li>• attempts to be emotive</li> <li>• some persuasive language used</li> <li>• variety of topic words used</li> <li>• uses modality (must, should, might, certain)</li> </ul>	<ul style="list-style-type: none"> <li>• consistently emotive</li> <li>• language shows strong point of view</li> <li>• effective use of modality (absolutely)</li> <li>• wide variety of language choices used (awful, critical, demand, desperate,)</li> </ul>	<ul style="list-style-type: none"> <li>• uses high level devices such as rhetorical questions, personal pronouns powerful statements</li> <li>• very articulate</li> <li>• very precise words- imperative, crucial, disgusted, aggressive</li> </ul>
<b>Grammatical structures and punctuation use</b>	<ul style="list-style-type: none"> <li>• very short text</li> <li>• one long run on sentence</li> <li>• many simple sentence errors</li> <li>• very limited evidence of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• short text</li> <li>• most simple sentences correct but many errors in other sentences</li> <li>• only basic sentence punctuation used</li> <li>• many mixed tenses</li> <li>• Incorrect verb forms for irregular verbs</li> </ul>	<ul style="list-style-type: none"> <li>• all simple sentences and many other sentences correct grammatically</li> <li>• mostly correct verb forms - tenses</li> <li>• mostly correct pronoun referencing</li> <li>• all sentence punctuation correct</li> <li>• some commas or apostrophes used</li> </ul>	<ul style="list-style-type: none"> <li>• nearly all sentences correct</li> <li>• uses complex sentences effectively</li> <li>• correct verb forms and pronoun referencing</li> <li>• all sentence punctuation correct</li> <li>• correct use of commas and apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>• all sentences correct with a wide variety of complex sentences included throughout</li> <li>• almost all punctuation use correct</li> <li>• uses dashes, colons, semi colons, brackets or speech marks</li> </ul>
<b>Spelling strategies and accuracy</b>	<ul style="list-style-type: none"> <li>• makes errors spelling simple words</li> <li>• consonant blend errors</li> </ul>	<ul style="list-style-type: none"> <li>• all simple words correct</li> <li>• most common words correct e.g. school, people, some, cannot</li> </ul>	<ul style="list-style-type: none"> <li>• many content / topic words correct</li> <li>• all simple and common words correct e.g. community, assist, important, should, otherwise, however</li> </ul>	<ul style="list-style-type: none"> <li>• attempting to spell difficult words with prefixes and suffixes</li> <li>• spells irregular verb forms correctly e.g. confidence, organise, although, despite, unfortunately</li> </ul>	<ul style="list-style-type: none"> <li>• most words spelt correctly throughout</li> <li>• attempts challenging words with unusual letter patterns e.g. ion, ous, able, ible, guaranteed, proposition</li> </ul>

Persuasive Text Self Assessment – Student’s checklist

	Usually	Sometimes	Rarely / Never	Evidence or examples used
<b>Text Purpose</b>				
Does my text persuade?				
Do I try to influence the reader?				
Is my text engaging and interesting to read?				
Do I use different ideas and arguments?				
Do my arguments have evidence or reasons to support them?				
Are my arguments and supporting evidence linked?				
<b>Text Organisation</b>				
Does my text have a separate introduction?				
Does my text have a separate conclusion?				
Do I use separate paragraphs for different ideas and arguments?				
Do I link my sentences and paragraphs so they make sense?				
Do I use a variety of words to link these ideas and paragraphs?				
Does my text make sense?				
<b>Language Features and Vocabulary Use</b>				
Do I use many interesting words?				
Do I use emotional words?				
Do I use persuasive words?				
Do I use words which show a point of view?				
<b>Grammatical Structures and Punctuation Use</b>				
Do I use capital letters to begin each sentence?				
Do I end each sentence with a full stop, question mark or exclamation mark?				
Are my verb tenses correct?				
Are my pronouns correct?				
Do I use commas, dashes, brackets and speech marks correctly?				
Do my sentences make sense?				
Do I use different types of sentences?				
<b>Spelling</b>				
Do I try to spell more difficult words?				
Do I remember my spelling rules?				