

Persuasive Writing: an optional guide for writing moderation

The following teaching statements are taken directly from the NZC English Years 0-6. They outline what needs to be taught - not necessarily what needs to be assessed. You may not see evidence of all of these in a single writing sample. Use teacher judgement of everyday writing in class to inform assessment and next steps.

	Phase 1				Phase 2		
	6 months	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence structures	Demonstrate understanding that a sentence is a group of words used to communicate an idea.	Use simple sentences in writing.	Use compound sentences using coordinating conjunctions (e.g., and, but, so) in writing.	Use complex sentences using subordinating conjunctions (e.g., although, because, though) in writing.	Use a range of sentence structures and types, to suit the purpose of the writing and enhance its impact.	Use a range of sentence structures and types to suit the purpose of the writing and avoiding repetition of certain structures.	Use a range of sentence structures and types, rearranging the order of clauses and phrases for optimal effect.
Punctuation	Recognise and use a full stop at the end of the sentence.	Correctly use full stops and capital letters, with some support.	Use full stops and capital letters correctly and independently.	Use capital letters, full stops, question marks, and exclamation marks correctly use commas for lists.	Use beginning and ending sentence punctuation correctly and consistently use commas and speech marks with support.	Use beginning and ending sentence punctuation correctly and consistently use commas and speech marks & other punctuation associated with speech with support.	Use beginning and ending sentence punctuation correctly and consistently use commas and speech marks & other punctuation associated with speech independently.
Spelling	Link to spelling in the English curriculum						Spell words with less-common vowel and consonant graphemes. Spell words with apostrophes to show possession.
Persuasive writing: paragraphs vocabulary	Orally state an opinion or preference about a topic	Write a sentence stating an opinion, feeling, or preference about a topic	Write a series of sentences in which they state their opinion about a topic, followed by a reason for the opinion	Write a paragraph that states an opinion about a topic, give some supporting reasons for their opinion, and provide a concluding statement	Draw on their own experiences and knowledge, as well as acquired knowledge, to write texts to persuade that: - introduce a topic and state their opinion - organise writing into one or more paragraphs, with supporting reasons for their opinion - begin to use some linking words and phrases (e.g., because, for example, also) to connect their opinions with the reasons - provide a concluding statement	Draw on their own experiences and knowledge, as well as acquired knowledge, to write texts to persuade that: - introduce a topic and state an opinion on it, using the first person - organise writing into two or more paragraphs, grouping related opinions and reasons - support opinions with facts and details - use linking words and phrases (e.g., in addition, for instance) to connect the opinion with the reasons - provide concluding sentences related to the opinion	Draw on their own experiences and knowledge, as well as acquired knowledge, to write texts to persuade that: - introduce a topic and clearly state a position taken on it - organise writing into three or more paragraphs that have logically grouped ideas - order ideas/paragraphs that are supported by facts/details from strongest to weakest - use emotive words and phrases to persuade the reader to adopt their position - use a range of linking words (e.g., consequently, specifically) to link the opinion and reasons - provide a concluding paragraph related to the position taken on the topic