

Literacy demands: Writing

Knox Grammar School



*'I hear and I forget; I see and I
remember; I write and I understand.'*

NAPLAN Narrative Marking Criteria

Criteria

The ten criteria assessed in the writing task and their score range are:

1	Audience	0-6	The writer's capacity to orient, engage and affect the reader
2	Text structure	0-4	The organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure.
3	Ideas	0-5	The creation, selection and crafting of ideas for a narrative
4	Character and setting	0-4	Character: the portrayal and development of character Setting: the development of a sense of place, time and atmosphere
5	Vocabulary	0-5	The range and precision of language choices
6	Cohesion	0-4	The control of multiple threads and relationships over the whole text, achieved through the use of referring words, substitutions, word associations and text connectives
7	Paragraphs	0-2	The segmenting of text into paragraphs that assists the reader to negotiate the narrative
8	Sentence structure	0-6	The production of grammatically correct, structurally sound and meaningful sentences
9	Punctuation	0-5	The use of correct and appropriate punctuation to aid reading of the text
10	Spelling	0-6	The accuracy of spelling and the difficulty of the words used

Examples of NAPLAN Stimulus Materials



Criteria 1: Audience (0-6)

- Your ability to orient, engage and affect the reader.
You are able to influence the reader through the precise and sustained choice of effective language and a cohesive structure.
- You engage the reader's senses and emotions through figurative language and word choice.

How do you achieve this?

Engaging openings:

- Your opening should present a distinctive voice, a point of view, a sense of the plot and some hint of characterisation. We should also

know the setting and conflict, unless there is a particular reason to withhold this information.

- You could start with a close-up description of setting or a character or a combination: *“The hottest day of the summer so far was drawing to a close and a drowsy silence lay over the large, square houses of Privet Drive” (Harry Potter and the Order of the Phoenix by JK Rowling).*
- You could start in the middle of the action: *“Peter crouched over the fire, stirring the embers so that the sparks swarmed up like imps on the rocky walls of hell” (Count Karlstein by Phillip Pullman).*

Engage the reader’s senses and emotions:

- Engage the reader’s senses by using striking descriptive adjectives, adverbs and nouns, and evocative and painterly visual and auditory

imagery, such as metaphors, similes and personification; onomatopoeia, consonance and assonance.

- Use powerful words that capture the mood of your narrative. You could select a mood or feeling you wish to convey, such as anger or fear. Then select the verbs and figurative devices that convey this. E.g. *“Jake smashed his fist into the wall with such force that he drew blood. The lengthening shadows chased away the fading light in the room.”*

Build tension or the unexpected:

- You could include unexpected humour in the middle of a serious incident.
- Use irony: using language that normally signifies the opposite.

- Feature clever intertextual links, such as a link to Harry Potter through a quote or a symbol, such as broken reading glasses taped up with a Band-Aid.

Key figurative devices to create imagery in your writing

Sound devices	
Alliteration	Repetition of consonants at the start of words
Consonance	Repetition of consonants throughout a sentence or phrase
Assonance	Repetition of vowels in a series of words
Sibilance	Repetition of the 's' sound
Onomatopoeia	The word echoes the sound it represents

Fricative sounds	Soft and gentle consonants, such as 'l' and 'f' and long vowel sounds
Plosive sounds	Harsh sounds that demand attention such as 'p' or 'b' or 'k'
Imagery	
Visceral imagery	We can see what is being described – painterly
Auditory imagery	We can hear what is being described
Olfactory imagery	We can smell what is being described
Gustatory imagery	We can taste what is being described
Metaphor	Comparison where one thing becomes the other
Simile	Comparison between two objects using 'like' or 'as'

Personification	Ascribing human qualities to a non-human
Apostrophe	A dead person or object is addressed as if it is a person
Zoomorphism	Humans are given animal qualities or features
Anthropomorphism	Animals are given human qualities
Symbolism	When an object represents something conceptually
Pathetic fallacy	Feelings reflected in nature
Synecdoche	Part of an object stands for a whole
Motif	Recurrent image or symbol
Dramatic effect	
Hyperbole	Exaggeration
Juxtaposition	Placing two things together for the purpose of developing comparisons and contrasts

Parody	Conscious imitation for dramatic purpose
Oxymoron	Combination of contradictory words for dramatic effect
Accumulation	Listing of things to make a point or build an image

Criteria 2: Text structure (0-4)

- Your narrative is coherent, controlled and complete with effective plot devices in an appropriate structure, and includes an effective ending.
- Your narrative structure must feature an: orientation, complication and resolution.

- You could use different structures, such as a parallel plot, circular or elliptical plot, flash back...
- Build the tension, add contrast and even a red herring or the unexpected...
- You could use foreshadowing to hint at what is to come.
- You could feature an important coda (message) in the last line or a twist (an unexpected ending).

Different text structures	
Linear	Sequential telling of the story.
Circular or elliptical	Starts and ends in the same place but the ending suggests that there is an epiphany or realisation. The start and ending mirror each other.

Flash back	Moves between the present and the past. Could be from more than one perspective.
Parallel	Two story threads running at the same time in your response from different perspectives. The stories usually merge or connect at the end to make a unified narrative.
<i>In Media Res</i>	Starting your response in the middle action.

Criteria 3: Ideas (0-5)

- Your creation, selection and crafting of ideas for your narrative.
- At the higher score levels (4 or 5) a **theme** or a key overarching **message** is an important consideration.

- You are judged on the maturity of your ideas.
- You could use an extended metaphor or a motif, such as a door or a key, to convey the main idea.

How do I generate ideas?

- Look closely at the visual/s provided and ask: Where, when, what, why, how...
- Think about your own life and the experiences you have had and the people in your life. Could you tap into any of these?
- What about the books you have read? Did any inspire you?
- What are you interested in or passionate about? E.g. surfing, travelling to different cities, computer gaming, etc.

Criteria 4: Character and Setting (0-4)

- Your portrayal and development of a character or character. In just 30 minutes, it is easier to focus on one character.
 - The details you use to create an authentic character.
 - Your development and maintenance of a sense of time and place.
- AND/OR
- The details you use to create a sense of place and atmosphere.

How do I create a distinct character and setting?

Characters:

- Sometimes our most effective writing is based on our lives and our experiences. Think about the people you have met or yourself and create one or more characters.
- Describe those details that bring a character to life, such as their thoughts, appearance, feelings and relationships.
- You could add their back story in a single sentence, such as: *“The faded sepia photograph of his grandfather pushing him high into the air on the backyard swing as a three year old reminded him of what he had lost with his passing.”*
- Create convincing dialogue.
- Include introspection or stream of consciousness to reveal inner thoughts.

Setting:

- Zoom into the setting and focus on the details, such as the tiny flower struggling to grow in the crack of the pavement.
- Show don't tell. Focus on appealing to the senses through imagery.
- Incorporate pathetic fallacy – nature reflecting the mood of the character/s.
- Use authentic place names, such as street and river names and well-known buildings.

Criteria 5: Vocabulary (0-5)

- Your ability to select effective words with precision, for effect.
- Your use of figurative language to give connotations of meaning and to develop the emotive qualities of the text, such as metaphors.

- Using vocabulary to enrich the details and increase the complexity of your ideas.
- Your language choice is matched to the genre, such as a mystery story creates suspense and builds the tension through word choices, such as forceful verbs.
- Words are generally categorised into two classes:
 - **Content words** (or lexical items) describe objects and concepts. This class of words consists of nouns, verbs, adverbs, adjectives, noun groups, phrasal verbs and verb groups.
 - **Grammatical word classes** (or structural words) consist of prepositions, articles, conjunctions, pronouns and interjections.

How do I improve my vocabulary?

- **Read, read and read!** The single most effective way to build vocabulary is by increasing the amount that you read. Just 10 minutes a day outside of school leads to significantly higher rates of vocabulary growth. Keep a list of great words and descriptions that you encounter.
- Build a glossary of adjectives for different moods and feelings, and striking verbs that have layers of meaning.
- Use Visuword: <http://www.visuwords.com/> - a beautiful online thesaurus to find more effective synonyms.
- Go to <http://www.vocabulary.com/> and test your vocabulary.

Criteria 6: Cohesion (0-4)

- An extended, highly cohesive piece of writing showing **continuity of ideas** and **tightly linked** sections of text.
- You consistently use word associations and substitutions to enhance the reading.
- Your control of multiple threads and relationships across the whole narrative, achieved by the use of referring words (pronouns), substitutions, word associations and text connectives.

Criteria 7: Paragraphing (0-2)

- The use of correct paragraphing.
- In narrative, a paragraph can be a single sentence for dramatic effect.

- Your paragraphs are deliberately structured to pace and direct the reader's attention.
- Start a new paragraph when:
 - The setting or time sequence changes
 - A new idea is introduced
 - A new character enters the story
 - A new event happens
 - A new person is speaking
 - To make an impact

For the purposes of the task, paragraphing can be indicated by any of the following conventions:

- indentation of a new line
- space between blocks of text

- annotations, E.g. P for paragraph, tram lines, square brackets, asterisk
- available space on previous line left unused, followed by new line for paragraph beginning.

Criteria 8: Sentence Structure (0-6)

- The production of grammatically correct, structurally sound and meaningful sentences.
- To achieve a '6' all sentences should be correct.
- You will achieve more marks for including at least three correctly structured complex sentences.
- Focus on:
 - Variety of sentences: simple, compound, complex and truncated
 - subject verb agreement

- Variety of sentence beginnings, such as beginning with a preposition to situate the reader in your setting. E.g. *“Under the watchful gaze of the moon, the river snaked its way to the sea.”*
- Using tricolon (the magic of 3): Three successive phrases or adjectives – *“Ruthless, dangerous, lethal, the animal leaps for its prey.”*
- Using a loose sentence (an independent clause followed by a series of phrases): *“It was a perfect day at the beach, the waves rolling, the sun shining, the easterly wind caressing, and the salty smell of hot chips enticing to buy them.”*
- Verb control: The correct form and correct tense
- Modality: The degree of obligation or certainty involved in the action. E.g. High modality: *“He **will** continue to surf every morning.”*

Criteria 9: Punctuation (0-5)

- The use of correct and appropriate punctuation to aid reading of the text.
- Mark points **1-3** are about sentence boundary punctuation.
- **Level 4** is about handling other punctuation as well as the correct sentence punctuation.
- **Level 5** — all applicable punctuation correct.
- You have correct sentence punctuation includes: capital letters to begin sentences; full stops to end sentences; question marks to end sentences; exclamation marks to end sentences

Criteria 10: Spelling (0-6)

- The accuracy of your spelling and the difficulty of (spelling) the words used.
- To achieve a level 5: Correct spelling of all simple and common words, and at least **10 difficult words**.
- To achieve a level 6: Correct spelling of all simple and common words, at least **10 difficult words** and **some challenging words** OR , at least **15 difficult words** and **no challenging words**
- Spelling is referred to as: simple, common, difficult and challenging.
- **Challenging words:**
 - unusual consonant patterns — *guarantee, scintillate, ubiquitous*
 - longer words with unstressed syllables — *responsibilities, environment*

- foreign words — ricochet, cliché
- suffixes added to a word ending in *-ce*, *-ge* — *changeable*, *noticeable*

How do I improve my spelling?

- Explicitly learn spelling rules and patterns
- Develop a list of challenging and tricky words that you know that you struggle with in writing.
- Regularly test your spelling at home.
- Look, Say, Cover, Write, Check

Narrative writing success checklist

- My opening is so engaging that the reader wants to read on.
- I have established the setting and/or character with descriptive language.
- I use the structure of a narrative: orientation, complication, resolution.
- I use figurative language and descriptive words, such as striking verbs and adjectives.

- I vary my sentence structure and beginnings, and include at least three complex sentences.
- My setting includes sensuous details aided by auditory imager, such as onomatopoeia and visual imagery, such as similes.
- My character/s voice, actions, feelings and relationships come to life through the details I provide.
- My paragraphs drive the pace of the action and ideas, and are clearly structured to ensure cohesion.
- My spelling and punctuation are correct, and I have used some challenging words.

Persuasive Writing

“The purpose of persuasive writing is to persuade a reader to a point of view on an issue. Persuasive writing may express an opinion, discuss, analyse and evaluate an issue. It may also entertain and inform” (ACARA).

It is cruel to keep animals in cages.

What do you think? Do you agree or disagree? Perhaps you can think of ideas for both sides of this issue.

Write to convince a reader of your opinion.

- **Start with an introduction.** An introduction tells a reader how you are going to write about...
- **Write your opinions on both sides.**
- **Give reasons for your opinions.** Explain your reasons for your opinions.
- **Finish with a conclusion.** A conclusion is a way to wrap up your writing so that a reader is convinced of your opinion.

Remember to:

- plan your writing
- check your words carefully to convince a reader of your opinion
- write to persuade
- pay attention to your spelling and punctuation
- ask for feedback to improve your ideas
- check and edit your writing so it is clear to a reader

The worksheet features several small images of animals in cages: a kangaroo, a tiger, a yellow bird, two ducks, a pig, a bird in a cage, an eagle, and a panda.

NAPLAN Persuasive Marking Criteria

Criteria	Skills Focus
Audience	Writer's capacity to orient, engage and persuade reader
Text structure	Organisation of the structural components of a persuasive text (intro, body & conclusion) into appropriate & effective text structure
Ideas	Selection, relevance & elaboration of ideas for persuasive argument
Persuasive devices	Use and range of persuasive devices to enhance the writer's position and persuade the reader
Vocabulary	Range & precision of contextually appropriate language choices
Cohesion	Control of multiple threads and relationships across the text, achieved through the use of referring words, ellipsis, text connectives, substitutions and word associations
Paragraphing	Segmenting of text into paragraphs that assists reader to follow line of argument
Sentence structure	Production of grammatically correct, structurally sound and meaningful sentences
Punctuation	Use of correct and appropriate punctuation to aid reading of text
Spelling	Accuracy of spelling and the difficulty of words used

The following table shows the range of score points for each criterion:

Audience	Text structure	Ideas	Persuasive devices	Vocabulary	Cohesion	Paragraphing	Sentence structure	Punctuation	Spelling
0-6	0-4	0-5	0-4	0-5	0-4	0-3	0-6	0-5	0-6

Criteria 1: Audience (0-6)

- Your ability to orient, engage and persuade the reader.
- Establish a strong, credible and convincing voice.
- Craft the writing to influence the reader by the use of precise and sustained language choices and persuasive techniques.
- You might appeal to reason, emotions and/or cultural values

Criteria 2: Text structure (0-4)

- The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure.
- You compose a coherent, controlled and complete argument
- All the components are well developed.
- You open with a clear position statement that expresses your stance or point of view in response to the question.
- You provide strong supporting evidence in the body.

How do I improve the structure of my persuasive writing? (ACARA)

- **Purpose**

- To argue a case for or against a particular point of view.
- To engage the reader.

- **Introduction**

- The purpose of the introduction is to introduce the reader to the main argument or point of view of the essay.
- It introduces a thesis statement which states the topic and your position on it and describes the line of argument to be taken in the writing.
- It should provide some context or identify issue(s) associated with the topic.

- It should capture the interest of the reader and tell why the topic is important.
- You should provide at least TWO or THREE strong supporting ideas that form the basis of your body paragraphs.

- **Body**
 - The body is used to convince the reader to agree with the position taken. It develops the ideas or points of argument that have been outlined or foreshadowed in the introduction.
 - Paragraphing:
 - ❖ Presents reasons in logically sequenced paragraphs.
 - ❖ Each paragraph begins with a strong **topic sentence** that introduces a key argument to support your point of view.

- ❖ The topic sentence could begin with a connective, such as *Firstly, secondly, lastly, therefore, thus...*
 - ❖ A case for each point of argument is developed with supporting evidence that may include explanation, examples, comparisons, contrasts, expert opinion or references, quotations, data, and/or personal anecdotes based on your own experiences. You could refer to the opinions of experts, scientific or historical facts or include an authentic example.
 - ❖ The final sentence of each paragraph is a forceful evaluative sentence that reinforces and concludes the supporting argument, and provides a link or transition into the next paragraph.
- Use persuasive language and high modality verbs to try to convince the reader to accept your point of view.

- Craft a cohesive persuasive response by using substitutions, word associations, and connectives and conjunctions through the sentences and paragraphs. An extended metaphor can be a powerful way to ensure cohesion.

- **Conclusion**
 - The purpose of the conclusion is to bring closure to the argument in a way that reinforces your position on the topic.
 - Summarises and reinforces your argument.
 - Restates your position.

Criteria 3: Ideas (0-5)

- The selection, relevance and elaboration of ideas for a persuasive argument.
- Your ideas are generated, selected and crafted to be highly persuasive.
- You might explain cause and effect.
- Include a range of a range of issues both for and against the stated position.

How do I generate ideas?

- Read and view the news to keep up to date with current affairs.
- Practise composing expositions to a range of questions.

- Share ideas and conduct meaningful debates with family members and friends.
- Ethos, Logos and Pathos are the means by which persuasion to a point of view on an issue can occur.
- ❖ **Ethos:** persuading by appealing to the readers' values
- ❖ **Logos:** persuading by the means of logical reasoning
- ❖ **Pathos:** persuading by appealing to the reader's emotion

Criteria 4: Persuasive Devices (0-4)

- The use of a range of persuasive devices to enhance the writer's position and persuade the reader.
- Devices could include rhetorical devices, forceful verbs, figurative language, statistics and connectors.

Elevating your use of persuasive devices

Verbs: Elevate the style of your persuasive writing through the verbs!

conveys	proffers	ascribes	positions	evinces
represents	advances	affirms	validates	argues
posits	substantiates	challenges	confirms	states
expounds	clarifies	amplifies	espouses	proves
elicits	confounds	illuminates	elaborates	endorses

Persuasive devices

Repetition	Repeating key words or phrases emphasises your points.
Anaphora/Epistrophe	Anaphora is repeating the same word at the start of two or more sentences. Epistrophe is repeating the same word at the end of two or more sentences or clauses.
Tricolon or rule of three	Repeating three adjectives or phrases in a sentence adds to the power of the argument. E.g. <i>“Computer gaming can become obsessive, distracting and invasive for young people.”</i>
Rhetorical questions	Posing strong questions that do not require an answer but provoke people to think. E.g. <i>“Have you</i>

	<i>ever stopped to consider how many hours you spend gaming rather than doing school work?"</i>
Emotive words and forceful verbs	Strong, forceful words to support your ideas. E.g. <i>'destruction', 'devastation', 'obsession'</i> . Assertive verbs such as <i>'urge', 'challenge', 'demand', 'plead'</i>
Conditional sentences	Statements discussing known factors or hypothetical situations and their consequences. E.g. <i>"If students spend excessive hours gaming then their school work will suffer."</i>
Second person	A direct address to the reader. E.g. <i>"You need to understand that..."</i>
Inclusive personal pronoun	A direct appeal to the reader by using the inclusive pronoun "we" or "our". E.g. <i>"Deforestation means</i>

	<i>that our rainforests are at risk of extinction. We need to take a stand..."</i>
Imperative voice or mood	Forceful verb at the start of a sentence – high modality. E.g. " Direct your attention to..."

Connectives: Create cohesion in your persuasive writing through connectors!

in contrast	alternatively	furthermore	moreover
however	in comparison	similarly	correspondingly
conversely	nevertheless	additionally	indeed
firstly	secondly	lastly	therefore
additionally	finally	conversely	alternatively

Connectives (ACARA):

- **Temporal** (to indicate time or sequence ideas): *first, second, next, meanwhile, till, while, then, later, previously, finally, to conclude*
- **Causal** (to show cause and effect): *because, for, so, consequently, due to, hence, since, accordingly*
- **Additive** (to add information): *also, moreover, above all, equally, besides, furthermore, as well as, or, nor, additionally*
- **Comparative**: *rather, elsewhere, instead, alternatively, on the other hand*
- **Conditional/concessive** (to make conditions or concessions): *yet, still, although, unless, however, otherwise, still, despite, nevertheless*
- **Clarifying**: *in fact, for example, in support of this, to refute*

Criteria 5: Vocabulary (0-5)

- The range and precision of contextually appropriate language choices.
- Your ability to select effective words with precision, for effect.
- Your use of figurative language to persuade, such as metaphors.
- Using vocabulary to enrich the details and increase the complexity of your ideas.
- The use of modal adjectives and adverbs, such as: *ultimate, certain, extreme, possibly, definitely, rarely*
- The use of technical words when appropriate.

Criteria 6: Cohesion (0-4)

- The control of multiple threads and relationships across the text, achieved through the use of referring words, ellipsis, text connectives, substitutions and word associations.
- An extended, highly cohesive piece of persuasive writing showing **continuity of ideas** and **tightly linked** sections of text.

Criteria 7: Paragraphing (0-2)

- The segmenting of text into paragraphs that assists the reader to follow the line of argument.
- The use of correct paragraphing.

- Your paragraphs are ordered and cumulatively build your argument across your response.
- Your paragraphs are deliberately structured to pace and direct the reader's attention.
- A single sentence may be used as a final comment for emphasis.

For the purposes of the task, paragraphing can be indicated by any of the following conventions:

- Indentation of a new line
- Space between blocks of text
- Annotations, E.g. P for paragraph, tram lines, square brackets, asterisk
- Available space on previous line left unused, followed by new line for paragraph beginning.

Criteria 8: Sentence Structure (0-6)

- The production of grammatically correct, structurally sound and meaningful sentences.
- To achieve a '6' all sentences should be correct.
- You will achieve more marks for including at least three correctly structured complex sentences.

Syntax – sentence structure

Simple sentence	Basic elements of a sentence - a subject, a verb, and an object. E.g. <i>'You will always be in the dark.'</i>
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Compound sentence	A compound sentence often combines two sentences with a comma and “joining word” such as <i>and</i> , <i>but</i> , <i>so</i> , <i>yet</i> , or <i>because</i> .
Complex sentence	A sentence made up of an independent clause and one or more dependent clauses connected to it. A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence. E.g. <i>‘He was going to buy some lunch when the bell unexpectedly sounded for period 5.’</i> Common subordinating conjunctions: <i>‘after’</i> , <i>‘although’</i> , <i>‘as’</i> , <i>‘because’</i> , <i>‘before’</i> , <i>‘even though’</i> , <i>‘if’</i> , <i>‘since’</i> , <i>‘though’</i> , <i>‘unless’</i> , <i>‘until’</i> , <i>‘when’</i> , <i>‘whenever’</i> , <i>‘whereas’</i> , <i>‘wherever’</i> , <i>‘while’</i>

Declarative sentence	Makes a statement - E.g. <i>"I am exhausted!"</i>
Truncated or fractured sentence	An incomplete sentence – E.g. <i>"And the laptop died."</i>
Exclamatory sentence	Expresses a strong feeling –E.g. <i>"I am correct!"</i>
Rhetorical question	A question that is designed to provoke thought rather than require an answer.
Imperative sentence	Gives a command. The sentence begins with a verb. E.g. <i>"Do your work!"</i>
Semi-colon sentence	When two independent sentences are closely related, you can join them with a semicolon instead of a joining word. To make sure it works, try replacing the semicolon with a

	joining word such as 'and' or 'but'. E.g. <i>"When I went surfing at Palm Beach I broke my surfboard; I guess the waves were big."</i>
Disjunction	Beginning a sentence with 'yet' or 'but' to shift the mood or provoke thought by dramatically disrupting the sentence
Ellipsis	A dramatic pause or suggesting that there is more that has been left unsaid ...
Anaphora	Repetition of a word at the start of more than one sentence

Criteria 9: Punctuation (0-5)

- The use of correct and appropriate punctuation to aid reading of the text.
- Mark points 1-3 are about sentence boundary punctuation.

- **Level 4** is about handling other punctuation as well as the correct sentence punctuation.
- **Level 5** — all applicable punctuation correct.
- You have correct sentence punctuation includes: capital letters to begin sentences; full stops to end sentences; question marks to end sentences; exclamation marks to end sentences.

Punctuation (ACARA)

Colons	Colons are normally used to signal the following: a list: <i>“The boy likes the following genres: fantasy, science fiction, mystic realism and horror.”</i>
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Ellipsis	Ellipsis (...) indicate that something has been omitted in a line of text. It can also indicate suspense in the story, E.g. <i>"I was engulfed in darkness ..."</i>
Semicolons	Semicolons are used within sentences to separate different though related pieces of information: The use of a semicolon strengthens the link between the ideas.

Criteria 10: Spelling (0-6)

- The accuracy of your spelling and the difficulty of (spelling) the words used.
- To achieve a **level 5**: Correct spelling of all simple and common words, and at least **10 difficult words**.

- To achieve a **level 6**: Correct spelling of all simple and common words, at least **10 difficult words** and **some challenging words** OR , at least **15 difficult words** and **no challenging words**
- Spelling is referred to as: simple, common, difficult and challenging.

How do I improve my spelling?

- Explicitly learn spelling rules and patterns
- Develop a list of challenging and tricky words that you know that you struggle with in writing.
- Regularly test your spelling at home.
- Look, Say, Cover, Write, Check

Some challenging spelling words

annihilate	embarrassed	indecipherable
belligerence	exhilarating	iridescent
camouflage	fluorescent	kaleidoscope
colossal	grandeur	litigious
conscience	hallucinate	manoeuvre
courageous	incandescent	mesmerised
debris	inconsequential	nonchalant
effervescent	inconsolable	occasionally
oscillate	pessimistic	phosphorescent
reminiscent	ricochet	rigorous
sabotage	scintillate	temperamental
ubiquitous	vulnerable	wraith

Persuasive writing success checklist

- I have stated my point of view.
- I have included two to three supporting arguments
- I use persuasive language.
- I write in the present tense.
- I start a new paragraph for each supporting argument using a forceful topic sentence.
- I explain clearly each supporting argument.

- I support my arguments with evidence: facts, opinions of experts, personal anecdotes and/or authentic examples.
- I include in the final sentence of each paragraph a forceful evaluative sentence that reinforces and concludes the supporting argument.
- My persuasive text is cohesive as I have used connectors and word associations.
- I present a convincing conclusion that affirms my argument.

Persuasive writing suggested scaffold

Introduction

- State what the topic is about
- Present 2 to 3 clear arguments
- Make a forceful thesis statement



Body: 2nd Paragraph

- Topic sentence to introduce the first argument
- Explain
- Supporting evidence: facts, statistics, anecdotes, experts, etc.
- Concluding sentence and link to next paragraph
- E.g. key words: *firstly, furthermore, it is evident, in support...*



Body: 3rd Paragraph

- Topic sentence to introduce the second argument
- Explain
- Supporting evidence: facts, statistics, anecdotes, experts, etc.
- Concluding sentence and link to next paragraph.
- E.g. key words: *secondly, moreover, this demonstrates...*



Body: 4th Paragraph

- Topic sentence to introduce the third argument
- Explain
- Supporting evidence: facts, statistics, anecdotes, experts, etc.
- Concluding sentence
- E.g. key words: *finally, however, to substantiate...*



Conclusion

- Make a forceful final statement
- Restate your position and conclude your argument.
- E.g. key words, *in conclusion, it is obvious, if we do not act...*

Grammatical terms (ACARA)

Adjective	Adjectives are words that give additional information about the noun.
Adverb	Adverbs give additional information about verbs, adjectives and other adverbs. They tell how, when and where, something happens, E.g. <i>“He trudged slowly.”</i>
Noun	Nouns are words that name people (James Blunt), places (New York), things (chair, family, sunshine) and concepts – abstract nouns - (hope, frustration, liberty).
Preposition	Prepositions are positional words such as: <i>below, for, down, above, to, near, under, since, between, with, before, after, into, from, beside, without, out, during, past, over, until, through, off, on, across, by, in, around, onto</i> . Prepositional

	phrases, E.g. “...with tears in her eyes”, can be used as a device to enhance description.
Pronoun	A pronoun stands in place of a noun or noun group. A pronoun refers to something that has been named and has already been written about.
Verb	Verbs are the basis of any message communicated. They are the engine of the sentence or clause and provide movement or action, or a sense of what is happening.
Verb agreement	A verb has to agree with its subject in number. If the subject is singular, the verb must be singular too. If the subject is plural then the verb too must be plural. E.g. “ <i>She enjoys reading books.</i> ”
Adjectival clause	A clause that gives additional information about a noun or noun group is known as an adjectival or relative clause. It is

	<p>said to be ‘embedded’ if the information it provides is embedded or located within the subject or object of another clause. An adjectival clause generally (but not always) begins with a relative pronoun such as who, which or that. E.g. <i>“The play equipment that children love is not necessarily the safest equipment in the playground.”</i></p>
Adverbial clause	<p>An adverbial clause is a subordinate or dependent clause that provides optional information about time, place, condition, concession, reason, purpose or result. E.g. <i>“After studying so hard during the week, all students want to do on the weekend is relax.”</i></p>
Noun clause	<p>A noun clause is a clause that acts as the subject or object of another clause. <i>“Some studies show that crimes committed by teenagers are rising.”</i></p>

Final Tips

- Practise, practise and practise writing every day!
- Read, read and read every day!
- Build your vocabulary and test your spelling!

Resources

- QLD Education Department: <https://www.qcaa.qld.edu.au/p-10/naplan/test-preparation/writing2/imaginative-writing>
- ACARA: <http://www.nap.edu.au/naplan/writing>
- ACARA tests: <http://www.nap.edu.au/naplan/the-tests>
- Grammar: <http://www.perfect-english-grammar.com/grammar-exercises.html>
- DEC: http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2012/index.php?id=literacy/writing/lw_cohe/lw_cohe_s1_12