ASPIRE   ACHIEVE   BELIEVE

Pen Y Dre High School

LITERACY POLICY

2015 - 2016

<u>A WHOLE SCHOOL POLICY FOR LITERACY</u>

At Pen y Dre we fully endorse the Welsh Government's drive to improve standards of literacy. We know the potential of our learners and are determined to allow them to reach their goals.

'If standards of achievement are to be improved, all teachers will have to be helped to acquire a deeper understanding of language in education. This includes teachers of other subjects than English, since it is one of our contentions **that every school should have an organised policy for language across the curriculum, establishing every teacher's involvement in language and reading development throughout the years of schooling.'** The Bullock report – A Language for Life (HMSO 1975)

In the context of this document the term 'literacy' is used to embrace all aspects of language development – reading, writing and speaking and listening.

<u>How Staff Can Contribute:</u>

- Use reading ages provided by B Rees, A Jones and S Hunnisett to better identify appropriate resources for classroom teaching;

- Access and utilise pupils' reading results on the school's shared area;

- Identify and inform B Rees, A Jones and S Hunnisett of areas of weakness in reading and writing that require further intervention and support;

- Use the Pen y Dre common literacy framework for marking, particularly when assessing extended pieces of writing; Literacy and grammar errors should be pointed out where possible and learners expected to address the issue. For example, assessment of learners' work should include reference to spelling, punctuation and grammar;

- Encourage learners to note key words and spellings into their exercise book or planner;

- Form tutors to encourage wider reading in registration. Learners to ensure they have their library book for Friday morning registration;

- Form tutors, B Rees and S Hunnisett to facilitate the completetion of Literacy booklets during form time;

- Staff to have access to the reading and writing NC levels of the learners they teach;

- HoFs to help identify appropriate opportunities for extended reading and writing within their subjects;

- All teaching staff to implement the literacy strands of the LNF within their lessons where appropriate;

- Designated teaching staff to explicitly teach their designated literacy strands during introduction, progression and consolidation lessons;

- Teaching staff to track Key Stage 3 pupils' attainment of literacy strands using SIMs;

- All staff to help facilitate and promote the school's Drop Everything and Read initiative.

WHOLE SCHOOL POLICY FOR LITERACY

Rationale

Literacy underpins the school curriculum by developing learners' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. Helping learners to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects. All departments and all teachers have a crucial role to play in supporting learners' literacy development.

Aims

The aims of this policy document are to:

- support pupils' learning in all subjects by helping teachers to be clear about the ways in which their work with students contributes to the development of learners' communication skills;

- develop a shared understanding between all staff of the role of language in pupils' learning and how work in different subjects can contribute to and benefit from the development of learners' ability to communicate effectively;

- raise learners' own expectations of achievement, thus raising standards;

- develop learners' confidence and self-expression

- and promote knowledge and understanding of the learners' standards of achievement and assessment in speaking and listening, writing and reading, and the identification of any areas of strength and weakness.

Speaking and listening

Talk is our main means of communication in everyday life and is fundamental to the development of understanding.

We want our learners to develop increasing confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking;
- adapt their speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience;
- use varied and specialised vocabulary;
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate;
- listen with understanding and respond sensitively and appropriately.

- In our teaching we should provide planned opportunities across the curriculum for learners to engage in purposeful talk, both formally and informally.
- In planning for talk we should consider pace and timing so that purposeful talk is maintained.
- Whilst teacher exposition is essential, we should take account of demands on concentration to ensure that students are required to listen for realistic lengths of time.
- We should give learners regular opportunities to speak and listen in the following contexts:

  - in pairs with a working partner;
  - in small groups with opportunities to take on the roles of chair or scribe;
  - with the teacher or another adult;
  - in whole class discussions
  - and presentations to a wider audience.

- In these contexts some of the following activities should take place:

  - exploring and describing events, activities and problems, exploring and developing ideas with others;
  - reporting back to a wider audience in order to consolidate ideas and understanding;
  - asking questions as well as answering them;
  - speculating, hypothesising and imagining;
  - planning, organising and reviewing activities;

- investigating and solving problems collaboratively;

- evaluating experiences and reflecting on learning

- and talking at length and adopting the 'expert' role.

Reading

We want our learners to enjoy reading, to be able to use their reading to help them learn and to develop increasing confidence and competence in reading so that they are able to:

- read fluently, accurately and with understanding;

- become independent and critical readers and make informed and appropriate choices;

- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources

- and apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise texts.

Teaching Reading Skills

- We should use available data on learners' reading levels *effectively* in order to make informed choices about appropriate texts and to plan appropriate support for pupils in order that they may successfully access texts;

- We should take opportunities to demonstrate pleasure in reading;

- We should make opportunities both in lessons and in tutorial times for learners and teachers to share their reading experiences;

- We should provide planned opportunities across the curriculum for learners to:

  - read and follow written instructions;

  - read and engage with narratives of events or activities;

  - follow up their interests and read texts of varying lengths;

  - question and challenge printed information and views;

  - read with understanding descriptions of processes, structures and mechanisms;

  - read and explore ideas and theories;

- learn how to sift and select, and take notes from text and read to locate and relocate information;

- learn how to scan for overall meaning and scan for key points, words and phrases

- and use reading to research and investigate from printed words and moving images ICT texts.

Choosing texts

The following may be used when selecting texts and when generating texts i.e. worksheets, study units.

1. **Scanning for overall impressions**

   print

   - is the print clear?
   - are the lines of print short enough to be easily read?
   - is the size and style of font appropriate?

   illustrations

   - are the illustrations appropriate? informative? attractive? accurate?
   - are the illustrations representative? e.g. of the whole community?
   - are the graphics clear? helpful?
   - how well does the text relate to illustrations and graphics?

   signposts

   - are headings and sub-headings clear? helpful?
   - are the contents pages, index and glossary appropriate? clear?

   quality

   - is the text balanced in its presentation of gender?
   - is the text balanced in its presentation of different peoples and cultures?
   - is the information accurate? up to date? reliable?
   - is the content relevant and accessible to pupils?

2. **Looking closely at a sample page**

   sentences

   - how long are the sentences?
   - how complex are the sentences?
   - are sentences mainly 'active' or 'passive'?
   - is the subject of the sentences often 'delayed'?

   vocabulary

   - is the choice of vocabulary and terminology appropriate?
   - are difficult words made clear? e.g. re-phrased in the text?

cohesion

- is the text clearly organised? logical? easy to follow?

3. Asking learners to comment

Choose learners to represent the full range of ability with which the text might be used:

- what are their general impressions?
- can they use the index to find information?
- can they relate the illustrations to the text?
- can they read and understand the text? (Use a simple cloze test: copy a passage from the text and obscure every seventh word; if students cannot reconstruct the text to make reasonable sense, it is probably too difficult for independent use.)
- are there any words they don't know and can't deduce from the context?

4. Assessing overall suitability

Use:

- how often will the text be used?
- which students would you use this text with?
- how would you use it with the students:
  - for background reading?
  - giving essential information?
  - stimulating interest and further enquiry?
  - enjoyment?
- how will different students need to be supported in using this text?

The SMOG Ready Reckoner (available from the Basic Skills Agency) gives easy to follow instructions on how to check the readability levels of reading materials. Microsoft Word can also assess reading age through Tools/Spelling and Grammar option.

DROP EVERYTHING AND READ (DEaR)

Staff at Pen y Dre support the whole school reading initiative DEaR (Drop Everything and Read) which began in September 2015 following the opening of our LRD (Learning Resource Centre).

The initiative promotes a positive reading ethos across Key Stage 3 pupils within all lessons across the curriculum.

A DEaR timetable has been produced and is attaced to the end of this policy. A lesson has been allocated for each week of the academic year. Pupils are expected to read for fifteen minutes at the start of the lesson accompanied by the member of staff, who will also read their book.

Writing

Many lessons include and depend on written communication. We want our learners to develop

increasing confidence and competence in writing so that they are able to:

- write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore;

- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently;

- present their writing clearly using accurate punctuation, correct spelling and legible handwriting

- and apply word processing conventions and understand the principles of authoring multi-media text.

Teaching and Improving Writing Skills

- We should draw attention to the purpose and intended audience of each piece of writing. Whilst the audience for learners' writing is often teacher and peer group, learners should be encouraged to write for a range of intended readers. For example, writing to explain a scientific principle to a younger audience, writing guidance for peers on an aspect of the subject, writing to agencies to elicit information or to express a viewpoint;

- We should pay close attention to writing as a learning tool as well as a product of the learning;

- We should help learners to appreciate the differences between standard English and non-standard forms of the language;

- We should help learners to recognise the appropriate form for their written responses so that they know when to respond in note form and when more formal constructions are required

- And we should limit the use of pre-structured writing e.g. copying, sentence completion and sentence rearrangement.

We should provide planned opportunities across the curriculum for learners to:

- make notes from a variety of sources - printed word, moving images and ICT texts;

- use writing to plan organise and record;

- write logs and journals in order to clarify thoughts and develop new understanding;

- plan, draft, discuss and reflect on their writing;

- learn the conventions of different forms of writing in different subject areas e.g. by using writing frames and providing clear models for writing;

- write at appropriate length, sometimes briefly;

- write collaboratively with other learners

- and present some writing for display or publication.

We should:

- expect a high standard of presentation in most of learners' finished writing;

- provide good models of particular kinds of writing;

- provide dictionaries, glossaries and lists of appropriate subject vocabulary and encourage learners to use them;

- help learners to use a range of strategies to understand spellings, including:

  - look – say – cover – write – check

  - and making connections between words with the same visual spelling pattern.

Assessing Literacy Across the Curriculum

- When assessing learners' work across the curriculum, we should value their oral contributions and listening skills alongside their reading and writing;

- We should take into account learners' performance in speaking and listening, reading and writing when assessing and reporting on learners' progress in subject areas

- And when setting writing tasks we should make explicit to the learners the key features of language which will be considered.

When responding to learners' work we should:

- make comments which are positive and supportive;

- target specific areas for improvement (a selective and focussed identification of errors);

- give guidance on how to achieve the short-term targets set. For example, whilst "improve your spelling" is unhelpful and vague, the identification of a particular spelling error e.g. doubling of letters before adding -ing is specific and presents the student with a target which can be addressed;

- give priority to content, ideas, organisation and meaning above secretarial features;

- create opportunities for learners to reflect on the quality of their own work and for peer assessment;

- Use the Pen y Dre whole school literacy marking policy codes.

Text Types and Writing Frames

Text type marking templates have been produced to assist staff in the delivery and assessment of the six non-fiction text types. These templates could be used within the AFL process to ensure continuity across the curriculum. There is a common theme across the templates and the common literacy marking codes.

The non-fiction text type templates include:

- Recound (chronological report),
- Non-chronological report,
- Instruction,
- Explanation,
- Persuasion,
- Discussion,
- Discussion for analysis
- and discussion for evaluation.

These text type templates have been included at the end of this policy.

The following outlines the characteristics of six different non-fiction genre – recount, report, explanation, instruction, persuasion and discussion – as identified in materials for the National Literacy Strategy: Reading and Writing for information. These forms of writing will be common across all subjects.

The structure and language features of some important types of non-fiction texts

Recount	**Report**
Purpose: to retell events	**Purpose**: to describe the way things are
Text structure	**Text structure**
▪ orientation – 'scene setting' opening, e.g. I went to the shop… ▪ events – recount the events as they occurred, e.g. I saw a vase… ▪ reorientation – a closing statement, e.g. When I got back I told my mum.	▪ an opening, general classification, e.g. Sparrows are birds. ▪ more technical classification (optional), e.g. Their Latin name is… ▪ a description of the phenomena, including some or all of its: qualitie*s*, e.g. Birds have feathers. Parts and their function, e.g. The beak is… habits/behaviour or uses, e.g. They nest in…
Language features of recount	**Language features of report**
▪ written in the past tense, e.g. I went ▪ in chronological order, using time connectives, e.g. then, next, after ,that ▪ focus on individual or group participants, e.g. we, I	▪ written in the present tense, e.g. they nest ▪ non-chronological ▪ focus on generic participants (birds not a particular bird)
Explanation	**Instructions**
Purpose: to explain the processes involved in natural and social phenomena or to explain how something works	**Purpose:** to instruct how something should be done through a series of sequenced steps
Text structure	**Text structure**
▪ general statement to introduce the topic, e.g. In the autumn some birds migrate. ▪ a series of logical steps explaining how or why something occurs, e.g. Because the hours of daylight shorten… ▪ These steps continue until the final state is produced or the explanation is complete	▪ goal – a statement of what is to be achieved, e.g. How to make a sponge cake ▪ materials/equipment needed, e.g. 2 eggs, flour ▪ sequenced steps to achieve the goal, e.g. Cream the sugar and butter. ▪ often there is a diagram or illustration.
Language features of explanation	**Language features of instruction**
▪ written in the simple present tense, e.g. go ▪ uses time connectives, e.g. then, next, ▪ and/or casual connectives, e.g. because, so, this causes	▪ written in the imperative, e.g. "First you sift the flour", or, "Sift the flour". ▪ in chronological order, e.g. first, next, after that ▪ focus on generalised human agents rather than named individuals.
Persuasion	**Discussion**
Purpose: to argue the case for a point of view	**Purpose:** to present arguments and information from differing viewpoints
Text structure	**Text structure**
▪ thesis – an opening statement, e.g. Vegetables are good for you ▪ arguments – often in the form of point + elaboration, e.g. They contain vitamins. Vitamin C is vital for… ▪ reiteration – summary and restatement of the opening position, e.g. We have seen that…so…	▪ statement of the issue + a preview of the main arguments ▪ arguments for + supporting evidence ▪ arguments against + supporting evidence (alternatively, argument/counter argument, a point at a time) ▪ recommendation - summary and conclusion
Language features of persuasion	**Language features of discussion**
▪ the simple present tense ▪ focus mainly on generic participants (vegetables, not a particular vegetable) ▪ mainly logical rather than time connectives, e.g. this shows, however, because	▪ the simple present tense ▪ generic human (or non-human) participant ▪ logical connectives, e.g. therefore, however

Implementation

Successful implementation of this policy is dependent upon the extent to which we:

- take account of the needs of all learners, with regard to ethnicity, gender, ability and social and cultural factors;

- structure lessons appropriately in ways that support and stimulate language development and show how learning objectives are to be achieved;

- recognise how resources will be organised and used to support this teaching

- and monitor and evaluate the impact of common goals and clear, shared expectations of learners' developing ability to talk, read and write effectively and, specifically, establish whether targets have been achieved.

Resources

We should aim to provide:

- displays of reading material relevant to the topic or national curriculum subject and of relevant vocabulary;

- relevant material at appropriate levels of interest and difficulty and from a range of text types;

- reading material of high quality which is up to date, relevant, and balanced in its presentation of ethnicity, culture and gender;

- access to school and public libraries and to ICT sources of information;

- access to appropriate audio and visual equipment

- and a classroom environment which is conducive to good literacy practice.

The Role of Support Staff

- Adequate liaison time between support staff and subject teachers is essential;

- Support staff should be familiar with particular texts to be used before the actual lessons

- And, where possible, support staff should be consulted during the planning process.

Estyn

It is crucial that staff familiarise themselves with the format of any Estyn inspection. Literacy is the driving force behind the new regime, with the Literacy Numeracy Framework (LNF) the backdrop of most observations.

The Common Inspection Framework

The Guidance for Inspection of Secondary Schools states:

1.1.4 skills

'…you should give most weight to the

literacy skills of reading and writing…'

'Inspectors should judge standards in

skills based on evidence from

observations of lessons, scrutiny of pupils'

work and talking to pupils.'

2.1.2 provision of skills

'…evaluate how well the school:

- Ensures that pupils acquire the necessary literacy, communication, numeracy and ICT skills to access the wider curriculum
- Develops pupils' skills through their studies across the curriculum
- Makes sure that the provision of these skills is properly co-ordinated so that there is coherence in the pupils' experience across the curriculum…'

Basic Skills Quality Standard:

Amongst the many areas that the

Standards link to the CIF include:

Standard 2

'…demonstrate that meeting the literacy and

numeracy needs of under attainers is the

responsibility of all staff…'

Standard 3

'…a CPD plan which demonstrates SMT

commitment to ensuring all staff access the

training they need to support basic skills learners

[and] measuring the impact of that training…'

'…a range of strategies proven to be effective in

developing literacy skills…'

Standard 5

'…a procedure for senior managers to regularly
monitor (a minimum of three times a year) and
evaluate its strategic approach…'

'…the self-review process includes procedures
which…review schemes of work/planning
documents…review teaching and learning
strategies used…'

DEaR Timetable 2015-2016

Week Beginning	Lesson
Autumn Term	
05/10/15	One
12/10/15	Two
19/10/15	Three
02/11/15	Four
09/11/15	Five
16/11/15	One
23/11/15	Two
07/12/15	Three
14/12/15	Four
Spring term	
04/01/16	Five
11/01/16	One
18/01/16	Two
25/01/16	Three
01/02/16	Four
08/02/16	Five
22/02/16	One
29/02/16	Two
07/03/16	Three
14/03/16	Four
21/03/16	Five
Summer Term	
11/04/16	One
18/04/16	Two
25/04/16	Three
02/05/16	Four
09/05/16	Five
16/05/16	One
23/05/16	Two
06/06/16	Three
13/06/16	Four
20/06/16	Five
27/06/16	One
04/07/16	Two
11/07/16	Three

Pen y Dre High School

Marking for Literacy

In order to promote consistency, a common approach to the marking of literacy errors is used:

SP	**Spelling error**
P	**Punctuation error**
C	**Capital letter error**
//	**New paragraph**
??	**Not clear**
∧	**A missing word**
GR	**Grammatical error (incomplete sentence, wrong verb tense, wrong word or choice of word).**

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Pen y Dre High School common marking strategies

Literacy:
Improving the Quality and Accuracy of Pupils' Extended Writing

Text type marking templates

Text type: **RECOUNT (chronological report)**

What is a recount?

Recounts are used to retell an event or series of events in the order in which things   happened (chronological order). They are usually factual and written in the third person. However, first person is used in fictional and autobiographical recounts such as diary entries.

Typical recount layout

Begin by setting the scene. Give an overview of the topic, person or event. Use past tense.

Sets the scene
Who, what, why, where and how.
"Charles Darwin was a 19th century scientist whose ideas had a huge impact on the way people think about the world…"

Event one
Goes back to the beginning. When the person was born, or when the events began etc.

Event One
"Charles Darwin was born in Shrewsbury, England, in 1809. As a child he disliked school and did poorly...

Event two
Next important events. Stick to chronological order.

Event Two
"The interest in nature continued into his time at Cambridge University, where he was studying religion, and triggered a…"

Event three
Further information about the person or events. Still chronological order.
MAY INCLUDE MORE THAN THREE EVENTS

Event Three
"On his travels, Darwin was particularly fascinated by animals which had developed amazing behaviours to survive in a…"

Return to ideas
Here the writer should return to their original idea and discuss the effect the person or event has had.

Returns to Main Ideas (optional)
"Darwin's ideas upset some people who suggested…"

When writing a recount you must:

- ☐ Use a chronological order.
- ☐ Use third person tense unless it is a personal recount (e.g. diary entry)
- ☐ Begin with an overview using the past tense
- ☐ Include a range of events (three +) presented in chronological order
- ☐ Use correct spelling, punctuation, grammar and sentence structure

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Text type: **NON-CHRONOLOGICAL REPORT**

What is a non-chronological report?

Reports are documents that are used for getting and receiving factual information. They are usually presented in writing. The main purpose of any report is to provide the information needed for decisions to be made and actions to be taken.

Typical non-chronological report

Headings
Tell the reader exactly what the report is about, who wrote it and who it's submitted to.

Main Findings
This is the main body of the report. Here you will provide the significant information that needs to be transferred to the reader of the report.

Recommendations
This is where you give recommendations and suggest actions that should be taken.

Report on:
Report completed by:
Report submitted to:

Introduction
This is a report on the leisure facilities in Merthyr Tydfil. It was requested by Mr. Jones following the meeting on 21/01/15

Main Findings
"It is clear that…"   "The main issues were…"
"It as come to my attention…"

Conclusions
"To conclude, the areas in most need of refurbishment…"

Recommendations (bullet points may be used)

Introduction
This needs to tell the reader what the purpose of the report is and who it is being prepared for.

Conclusion
This is the section which rounds everything up. Do not introduce any new facts here.

When writing a non-chronological report you must:

- [ ] Use formal language
- [ ] Use the correct format and structure
- [ ] Keep to the facts using an informal tone
- [ ] Make sure your meaning is clear and provide recommendations
- [ ] Use correct spelling, punctuation, grammar and sentence structure

Text type: **INSTRUCTION**

What are instructions?

Instructions are used to outline how to do something. The main purpose of an instruction text is to provide a list of equipment or ingredients and give clear steps in order to complete a particular process. An example of an instruction text is a recipe.

Typical instruction layout

Title and goal.
Here the text will give an overview of what should be achieved it the instructions are followed.

List of equipment and/or ingredients
Here the writer will provide a list of things needed to produce the intended outcome.
Bullet points may be used. Precise amounts will need to be included.

Making Marbled Card
Marbling is the art of colouring or staining an object so it looks like marble. It is easy to do and results in unique and beautiful patterns that can also be used to decorate cards, book covers…"

Equipment
- Small leftover amounts of enamel or oil paints
- Turpentine
- 5cm deep dish wide enough to place paper into
- Sheets of card, clean white paper and scrap paper

Steps
These should be presented in chronological order. Each step may contain a series of instructions. Imperative, or commanding, verbs should be used.

Step One
1. Put on rubber gloves to protect your skin from staining.

Step Two
4. Swirl the blobs gently with your stirring tool.

Steps
Continue to explain the process. Divide the steps into stages. For example, before, during and after dipping the paper in the oil paint and water.

Step Three
8. Place the sheet, patter facing down, onto a sheet of clean, white paper.

Evaluation
Provide an overview of what the final product should look like.

Evaluation
1b

When writing instructions you must:

- [ ] Begin with a title and end goal
- [ ] Include a list of ingredients and/or equipment
- [ ] Include a range of chronological steps
- [ ] Include imperative (commanding) verbs throughout. E.g. *put, slice, take*
- [ ] Use correct spelling, punctuation, grammar and sentence structure

Text type: **EXPLANATION**

What is an explanation text?

Explanation writing is used to give reasons for a phenomenon, problem, situation or issue. They are usually written using impersonal, factual, plain language to ensure the explanation is clear and concise.

Typical explanation layout

Introduction
This identifies and defines what is to be explained. Usually a general statement to introduce the topic or problem.

Introduction
"How…"   "Why…"   "Were…"   "The reason…"

Description
"It consists of…"   "It is made up of…"
"I want to explain how…"   "I want to explain why…"

Description
This outlines in more detail what is to be explained.

Explanation
"To begin with…"   "There are several reasons…"
"First…"

Explanation
"Next…"   "Secondly…"   "In addition…"
"Then…"

Explanation
"After that…"   "Another reason is…"   "Furthermore…"

Explanation
"A further reason is…"   "And as a result…"   "Finally…"

Explanations
The explanation paragraphs should explain things in a logical sequence.

Application
This final section says when and where it works or is used.

Application
"Thus, it can be seen that…"   "So, now you can see why…"

When writing an explanation you must:

- [ ] Use the third person tense (he, she, they, it, them)
- [ ] Impersonal, factual, plain language used to ensure the explanation is clear and concise.
- [ ] Begin with an introduction, which may be a question (How do…? Why do…? What is…?)
- [ ] Include a range of connectives (Consequently, although, whereas, also, furthermore…)
- [ ] Use correct spelling, punctuation, grammar and sentence structure

Text type: **PERSUASION**

What is a persuasion text?

Persuasive writing is used to argue the case for a point of view and convince the reader to follow advice or take action. The text may contain a variety of persuasive techniques including emotive language, rhetorical questions and personal pronouns.

Typical persuasion layout

Main Idea
The opening of a persuasive text states the position or opinion which is to be put forward.

Main Idea
"How could anyone…?" "Now is the time to stand up and…"

Point One
"Firstly…" "I believe that…" "There are several points I want to make…" "We all know…" "It is understood that…"

Point Two
"Secondly…" "In addition…" "A further reason is…" "Since…" "Because…" "Due to…" "This shows that…"

Point Three
"Thirdly…" "Furthermore…" "Some may argue…" "It is believed that…" "It is essential that…" "Surely"

Point One
"Finally…" "Lastly…" "Moreover…" "While it is true…"
"Consequently…" "As a result…" "Most significantly…"

Points of Argument
Persuasive writing should be one sided and provide a sequence of convincing arguments. Strong emotive language and persuasive techniques will be included in an effective persuasive text.

Revisits Main Idea
A persuasive text should revisit the original idea and provide the reader with something to consider or an action to take.

Revisits the Main Idea
"To conclude…" "There can be no one who still thinks…"

When writing a persuasion text you must:

- [ ] Include an opening statement containing your argument
- [ ] Include a range of points focusing on *one side* of an argument
- [ ] Use persuasive techniques and emotive language to persuade the reader
- [ ] Revisit the original argument instructing the reader to consider a point or take action
- [ ] Use correct spelling, punctuation, grammar and sentence structure

Text type: **DISCUSSION**

What is a discussion?

Discursive writing is used to present arguments and information from differing viewpoints. The title of the discussion is often a question which the writer then attempts to answers through exploring different sides of the argument.

Typical discussion layout

Introduction
Here the writer should state the issue and why it is being discussed.

Discussion focus
E.g. "Should animal testing on beauty products be banned?"

Question or title should be included

Introduction
"There is a lot of discussion whether…" "It is claimed that…"

Argument For
"The people who agree with this idea…" "For example…"
"Some people think…" "A further point they make is…"
Argument For
"To support this theory…" "Is it reasonable to conclude…?"
"Another group who believe this are…" "They say that…"

Arguments For
After introducing the topic for discussion, the writer will include a range of arguments in support of the topic or question.

Arguments Against
Successful writers will then follow up the arguments in support with contradicting arguments against the topic or question.

Argument Against
"However, there is also strong…" "On the other hand…"
"They claim that…" "They also say…" "They say that…"
Argument Against
"For instance…" "Another reason…" "In addition…"
"Consequently…" "But is it right that…?" "Can we be sure…?"

Conclusion
"To conclude…" "Weighing up the evidence, I think…"

Conclusion
The conclusion will try to arrive at a decision based on the evidence provided.

When writing a discussion you must:

- [ ] Include the question or topic which will then be discussed
- [ ] Use the present tense throughout
- [ ] Support arguments with evidence or the opinions of a person/people
- [ ] Attempt to arrive at a conclusion following the discussion of both sides
- [ ] Use correct spelling, punctuation, grammar and sentence structure

Text type: **DISCUSSION FOR ANALYSIS**

What is discussion for analysis?

Discussion for analysis is similar to discursive writing but uses evidence from different sources. Rather than arguing for and against, discussion for analysis presents a series of facts and statistics in response to a topic or question before synthesising the arguments in a conclusion.

Typical discussion for analysis layout

Main Idea
States the topic, issue or question which is going to be analysed.

Preview
Gives a brief preview of the main points which will be made in the essay

Main Idea
"This essay will discuss…"   "It has been suggested that…"

Preview   "An obvious view is…"   "Although…"
"Alternatively…"

Point One
"Firstly…"   "Evidence for this is…"   "It is obvious that…"
"jb
-

Point Two
"A further reason is…"   "A supporting argument is…"
"This shows that…"   "Similarly…"   "Equally…"
"Since…"

Point Three
"On the other hand…"   "Nevertheless…"   "In contrast…."
"Surely…"   "However…"   "Another viewpoint suggests…"

Point One
"Finally…"   "Lastly…"   "Moreover…"   "While it is true…"
"Consequently…"   "As a result…"   "Most significantly…"
-

Conclusion
"These facts show us that…"   "Thus it can be seen that…"

Points of Argument
A series of points should be made, providing evidence to support arguments linked to the topic or question. Quotations and specific statistics are usually included to add authenticity to the discussion.

Conclusion
Reviews the original idea by giving an overview based on the evidence presented in the discussion.

When writing a discussion for analysis you must:

- [ ] Include a title, theme, topic or question to be discussed
- [ ] Provide a range of evidence from a variety of sources
- [ ] Include quotations and statistics to support points
- [ ] Revisit the original idea and attempt to synthesise what as been discussed
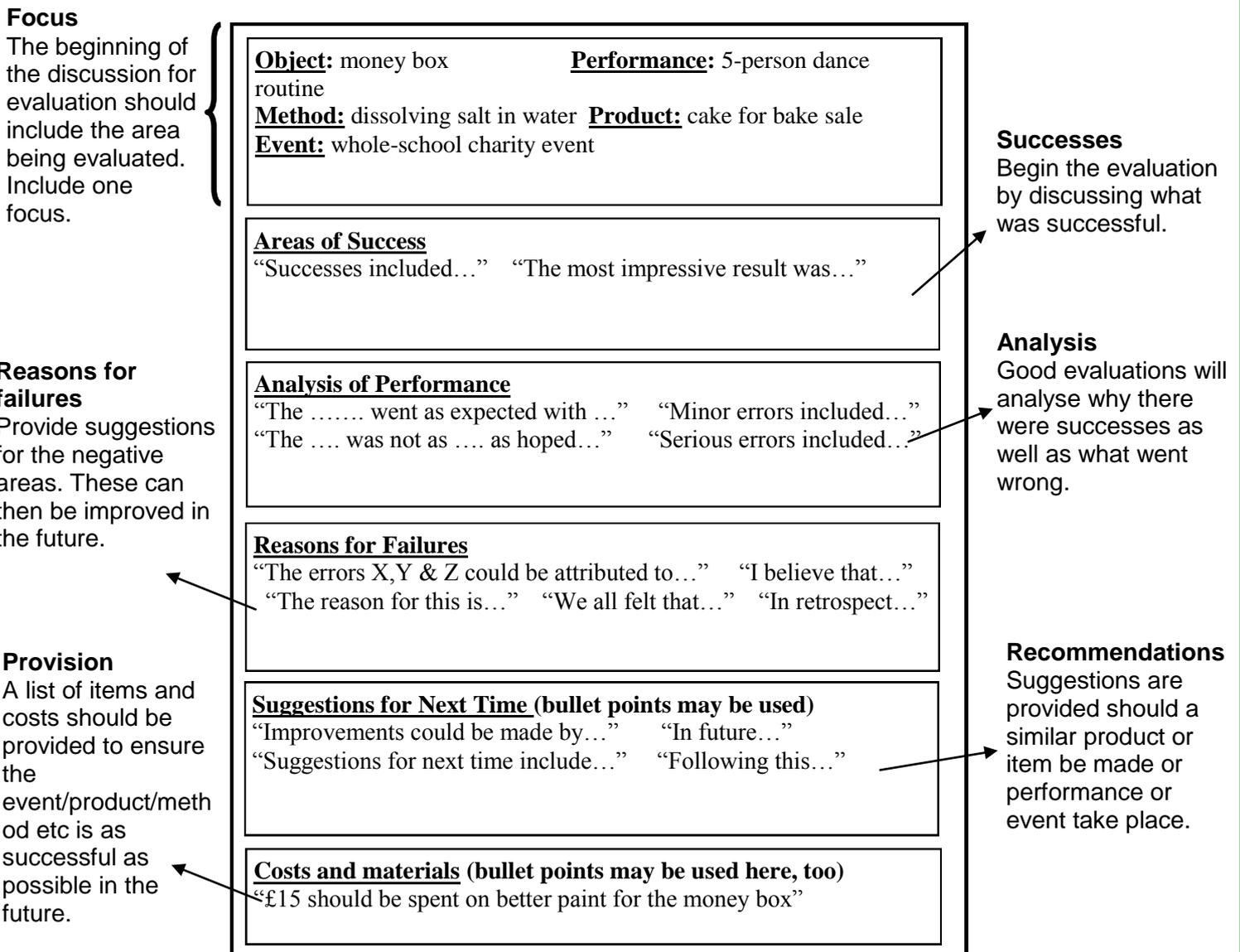- [ ] Use correct spelling, punctuation, grammar and sentence structure

Pen y Dre High School common marking strategies

Text type: DISCUSSION FOR EVALUATION

What is discussion for evaluation?

Discussion for evaluation records the strengths and weaknesses of an event, method, performance or product. It is usually written retrospectively and aims to evaluate the good and bad areas in order to produce a better version next time.

Typical discussion for evaluation layout

Focus
The beginning of the discussion for evaluation should include the area being evaluated. Include one focus.

Object: money box   **Performance:** 5-person dance routine
Method: dissolving salt in water **Product:** cake for bake sale
Event: whole-school charity event

Successes
Begin the evaluation by discussing what was successful.

Areas of Success
"Successes included…"   "The most impressive result was…"

Analysis
Good evaluations will analyse why there were successes as well as what went wrong.

Analysis of Performance
"The ……. went as expected with …"   "Minor errors included…"
"The …. was not as …. as hoped…"   "Serious errors included…"

Reasons for failures
Provide suggestions for the negative areas. These can then be improved in the future.

Reasons for Failures
"The errors X,Y & Z could be attributed to…"   "I believe that…"
 "The reason for this is…"   "We all felt that…"   "In retrospect…"

Recommendations
Suggestions are provided should a similar product or item be made or performance or event take place.

Provision
A list of items and costs should be provided to ensure the event/product/method etc is as successful as possible in the future.

Suggestions for Next Time (bullet points may be used)
"Improvements could be made by…"   "In future…"
"Suggestions for next time include…"   "Following this…"

Costs and materials (bullet points may be used here, too)
"£15 should be spent on better paint for the money box"

When writing a discussion for evaluation you must:

- [ ] State what is being evaluated
- [ ] Discuss areas of success and failure in a factual manner
- [ ] Provide suggestions for the failures and recommendations for the future
- [ ] Use second or third person tense as well as imperative (commanding) verbs
- [ ] Use correct spelling, punctuation, grammar and sentence structure

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