



Writing: Persuasive Success Criteria (Levels 1–3)



	Level 1	Level 2	Level 3
Requirements	I can:	In a limited and specified range of forms, I can:	In a range of specified forms and for specified audiences and purposes, I can:
1 Talk Plan Edit	a. talk to my teacher or classmates about what I want to write	a. talk to my teacher or classmates about what I am going to write talk to my teacher or classmates about how I am going to write b. check my writing and make changes to make it better <i>(This may include feedback from the teacher and/or self and peer assessment based on the success criteria.)</i>	a. talk about and plan my persuasive writing using a writing frame try to use ideas from my plan when writing my persuasive piece b. improve my work by making changes linked to the success criteria
2 Content Organisation	a. use simple sentences, pictures or words to show how I feel	a. use my own ideas to write how I feel <i>(This will be within the pupil's experience.)</i> use words to write about what I think about the topic b. use a writing frame to help me organise my persuasive writing ideas	a. use persuasive vocabulary which allows me to express my thoughts, feelings, ideas and opinions about topics outside my own experience b. structure my persuasive writing in the agreed form <i>(This will include using a plan so that the writing has a beginning, middle and ending.)</i> c. add appropriate and relevant vocabulary to make my writing more interesting for the reader and to support my point of view
3 Purpose Audience	Not Applicable	a. write in the persuasive writing form using a writing frame <i>(A writing frame is appropriate for use at this level and pupils may write an introductory sentence stating their position.)</i>	a. write appropriately in the given persuasive form <i>(This may be in the form of a letter, poster, pamphlet, advertisement, blog, speech etc.)</i>
4 Spelling Punctuation Grammar Handwriting	a. try to write words using the sounds of letters I know <i>(This will include sounds which the letters represent.)</i> b. use words which I know to write a simple persuasive phrase/sentence c. write lower and upper case letters <i>(This should include evidence of some control over letter formation.)</i>	a. use capital letters and full stops in my sentences b. spell and write words which I know so that they can be read and understood c. produce handwriting which can be easily read within my persuasive writing	a. start sentences in different ways to make my persuasive writing more interesting <i>(This may include words and phrases such as; I would like to point out, I'm sure you would agree that...)</i> b. use basic punctuation accurately <i>(This will include the use of capital letters, full stops, question marks and exclamation marks.)</i> use basic grammar accurately <i>(This will include parts of speech such as nouns, verbs, adjectives and adverbs.)</i> c. use spelling strategies to help me spell familiar and topic related words correctly d. produce handwriting which is correctly formed <i>(This should be consistent in size.)</i>



Writing: Persuasive Success Criteria (Levels 3–5)

	Level 3	Level 4	Level 5
Requirements	In a range of specified forms and for specified audiences and purposes, I can:	In a range of forms, for different audiences and purposes, I can:	In a range of forms, for different audiences and purposes, including informal situations, I can:
1 Talk Plan Edit	<p>a. talk about and plan my persuasive writing using a writing frame</p> <p>try to use ideas from my plan when writing my persuasive piece</p> <p>b. improve my work by making changes linked to the success criteria</p>	<p>a. plan my writing independently and refer to my plan to help me</p> <p>b. improve my writing, taking account of feedback from my teacher/classmates</p> <p>redraft my work to improve my spelling, punctuation, content and meaning</p>	<p>a. redraft my work taking account of feedback to improve my persuasive writing <i>(This should include technical accuracy, expression, structure and content.)</i></p>
2 Content Organisation	<p>a. use persuasive vocabulary which allows me to express my thoughts, feelings, ideas and opinions about topics outside my own experience</p> <p>b. structure my persuasive writing in the agreed form <i>(This will include using a plan so that the writing has a beginning, middle and ending.)</i></p> <p>c. add appropriate and relevant vocabulary to make my writing more interesting for the reader and to support my point of view</p>	<p>a. present a persuasive argument giving reasons for my thoughts, feelings, ideas and opinions</p> <p>b. organise my argument/s using paragraphs so that my writing flows clearly</p> <p>sustain my persuasive arguments from beginning to end</p> <p>c. express the meaning of my persuasive arguments clearly and logically</p> <p>use appropriate technical vocabulary including facts and opinions related to the topic</p>	<p>a. use precise vocabulary to clearly convey my persuasive argument</p> <p>justify my opinion with well-expressed and relevant information</p> <p>b. compose an extended piece of persuasive writing, maintaining structure and ensuring clarity throughout, using the appropriate form <i>(This will include the appropriate use of paragraphs.)</i></p>
3 Purpose Audience	<p>a. write appropriately in the given persuasive form <i>(This may be in the form of a letter, poster, pamphlet, advertisement, blog, speech etc.)</i></p>	<p>a. select and use an appropriate form for presenting an argument</p> <p>use language which appeals to the reader and makes my writing more interesting <i>(This will include use of specific persuasive writing techniques such as rhetorical questions, exaggeration, repetition etc.)</i></p>	<p>a. write a persuasive piece for the intended audience using the appropriate form</p> <p>use language appropriate to the form which has impact on the audience</p> <p>b. sustain the style appropriate to persuasive writing and present the relevant information effectively <i>(This is likely to be an extended piece of writing and the style may be formal or informal depending on the purpose and intended audience.)</i></p>
4 Spelling Punctuation Grammar Handwriting	<p>a. start sentences in different ways to make my persuasive writing more interesting <i>(This may include words and phrases such as; I would like to point out, I'm sure you would agree that...)</i></p> <p>b. use basic punctuation accurately <i>(This will include the use of capital letters, full stops, question marks and exclamation marks.)</i></p> <p>use basic grammar accurately <i>(This will include parts of speech such as nouns, verbs, adjectives and adverbs.)</i></p> <p>c. use spelling strategies to help me spell familiar and topic related words correctly</p> <p>d. produce handwriting which is correctly formed <i>(This should be consistent in size.)</i></p>	<p>a. write interesting sentences to enhance my argument</p> <p>use linking words to improve my sentence structure</p> <p>b. use commas, speech marks and apostrophes accurately in the writing of my arguments</p> <p>c. use tenses appropriately when writing my argument <i>(Mainly present tense)</i></p> <p>spell the majority of commonly used words accurately</p>	<p>a. write sentences of varying lengths and structure, including the use of clauses, to convey meaning clearly</p> <p>b. use more advanced punctuation in an accurate and proficient way to enhance my writing <i>(This will include consistent use of accurate punctuation.)</i></p> <p>c. ensure my grammar and spelling are accurate throughout my persuasive writing</p>



	WRITING: PERSUASIVE Level 1: What I need to do	Self/Peer Assessment
Requirements/ Key Skills	I can:	
1 Talk Plan Edit	a. talk to my teacher or classmates about what I want to write	<input checked="" type="checkbox"/>
2 Content Organisation	a. use simple sentences, pictures or words to show how I feel	<input type="checkbox"/>
3 Purpose Audience	Not Applicable	<input type="checkbox"/>
4 Spelling Punctuation Grammar Handwriting	a. try to write words using the sounds of letters I know	<input type="checkbox"/>
	b. use words which I know to write a simple persuasive phrase/sentence	<input type="checkbox"/>
	c. write lower and upper case letters	<input type="checkbox"/>

	WRITING: PERSUASIVE Level 1: What I need to do	Self/Peer Assessment
Requirements/ Key Skills	I can:	
1 Talk Plan Edit	a. talk to my teacher or classmates about what I want to write	<input checked="" type="checkbox"/>
2 Content Organisation	a. use simple sentences, pictures or words to show how I feel	<input type="checkbox"/>
3 Purpose Audience	Not Applicable	<input type="checkbox"/>
4 Spelling Punctuation Grammar Handwriting	a. try to write words using the sounds of letters I know	<input type="checkbox"/>
	b. use words which I know to write a simple persuasive phrase/sentence	<input type="checkbox"/>
	c. write lower and upper case letters	<input type="checkbox"/>



	WRITING: PERSUASIVE Level 2: What I need to do	Self/Peer Assessment
Requirements/ Key Skills	In a limited and specified range of forms, I can:	
1 Talk Plan Edit	a. talk to my teacher or classmates about what I am going to write talk to my teacher or classmates about how I am going to write b. check my writing and make changes to make it better	<input type="radio"/> <input type="radio"/>
2 Content Organisation	a. use my own ideas to write how I feel use words to write about what I think about the topic b. use a writing frame to help me organise my persuasive writing ideas	<input type="radio"/> <input type="radio"/> <input type="radio"/>
3 Purpose Audience	a. write in the persuasive writing form using a writing frame	<input type="radio"/>
4 Spelling Punctuation Grammar Handwriting	a. use capital letters and full stops in my sentences b. spell and write words which I know so that they can be read and understood c. produce handwriting which can be easily read within my persuasive writing	<input type="radio"/> <input type="radio"/> <input type="radio"/>



	WRITING: PERSUASIVE Level 2: What I need to do	Self/Peer Assessment
Requirements/ Key Skills	In a limited and specified range of forms, I can:	
1 Talk Plan Edit	a. talk to my teacher or classmates about what I am going to write talk to my teacher or classmates about how I am going to write b. check my writing and make changes to make it better	<input type="radio"/> <input type="radio"/>
2 Content Organisation	a. use my own ideas to write how I feel use words to write about what I think about the topic b. use a writing frame to help me organise my persuasive writing ideas	<input type="radio"/> <input type="radio"/> <input type="radio"/>
3 Purpose Audience	a. write in the persuasive writing form using a writing frame	<input type="radio"/>
4 Spelling Punctuation Grammar Handwriting	a. use capital letters and full stops in my sentences b. spell and write words which I know so that they can be read and understood c. produce handwriting which can be easily read within my persuasive writing	<input type="radio"/> <input type="radio"/> <input type="radio"/>




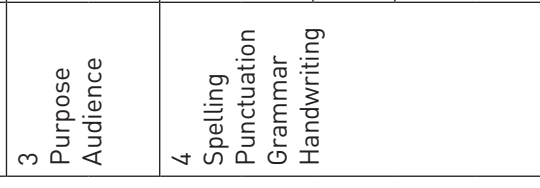
	WRITING: PERSUASIVE Level 3: What I need to do	Self/Peer Assessment 
Requirements/ Key Skills	In a range of specified forms and for specified audiences and purposes, I can:	
1 Talk Plan Edit	a. talk about and plan my persuasive writing using a writing frame try to use ideas from my plan when writing my persuasive piece b. improve my work by making changes linked to the success criteria	<input type="radio"/> <input type="radio"/> <input type="radio"/>
2 Content Organisation	a. use persuasive vocabulary which allows me to express my thoughts, feelings, ideas and opinions about topics outside my own experience b. structure my persuasive writing in the agreed form c. add appropriate and relevant vocabulary to make my writing more interesting for the reader and to support my point of view	<input type="radio"/> <input type="radio"/> <input type="radio"/>
3 Purpose Audience	a. write appropriately in the given persuasive form	<input type="radio"/>
4 Spelling Punctuation Grammar Handwriting	a. start sentences in different ways to make my persuasive writing more interesting b. use basic punctuation accurately use basic grammar accurately c. use spelling strategies to help me spell familiar and topic related words correctly d. produce handwriting which is correctly formed	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>







	WRITING: PERSUASIVE Level 3: What I need to do	Self/Peer Assessment 
Requirements/ Key Skills	In a range of specified forms and for specified audiences and purposes, I can:	
1 Talk Plan Edit	a. talk about and plan my persuasive writing using a writing frame try to use ideas from my plan when writing my persuasive piece b. improve my work by making changes linked to the success criteria	<input type="radio"/> <input type="radio"/> <input type="radio"/>
2 Content Organisation	a. use persuasive vocabulary which allows me to express my thoughts, feelings, ideas and opinions about topics outside my own experience b. structure my persuasive writing in the agreed form c. add appropriate and relevant vocabulary to make my writing more interesting for the reader and to support my point of view	<input type="radio"/> <input type="radio"/> <input type="radio"/>
3 Purpose Audience	a. write appropriately in the given persuasive form	<input type="radio"/>
4 Spelling Punctuation Grammar Handwriting	a. start sentences in different ways to make my persuasive writing more interesting b. use basic punctuation accurately use basic grammar accurately c. use spelling strategies to help me spell familiar and topic related words correctly d. produce handwriting which is correctly formed	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

	Requirements/ Key Skills	WRITING: PERSUASIVE Level 4: What I need to do In a range of forms, for different audiences and purposes, I can:	Self/Peer Assessment 
1	Talk Plan Edit	a. plan my writing independently and refer to my plan to help me b. improve my writing, taking account of feedback from my teacher/classmates redraft my work to improve my spelling, punctuation, content and meaning	<input type="radio"/> <input type="radio"/> <input type="radio"/>
2	Content Organisation	a. present a persuasive argument giving reasons for my thoughts, feelings, ideas and opinions b. organise my argument/s using paragraphs so that my writing flows clearly sustain my persuasive arguments from beginning to end c. express the meaning of my persuasive arguments clearly and logically use appropriate technical vocabulary including facts and opinions related to the topic	<input type="radio"/> <input type="radio"/> <input type="radio"/>
3	Purpose Audience	a. select and use an appropriate form for presenting an argument use language which appeals to the reader and makes my writing more interesting	<input type="radio"/> <input type="radio"/>
4	Spelling Punctuation Grammar Handwriting	a. write interesting sentences to enhance my argument use linking words to improve my sentence structure b. use commas, speech marks and apostrophes accurately in the writing of my arguments c. use tenses appropriately when writing my argument spell the majority of commonly used words accurately	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>



	Requirements/ Key Skills	WRITING: PERSUASIVE Level 4: What I need to do In a range of forms, for different audiences and purposes, I can:	Self/Peer Assessment 
1	Talk Plan Edit	a. plan my writing independently and refer to my plan to help me b. improve my writing, taking account of feedback from my teacher/classmates redraft my work to improve my spelling, punctuation, content and meaning	<input type="radio"/> <input type="radio"/> <input type="radio"/>
2	Content Organisation	a. present a persuasive argument giving reasons for my thoughts, feelings, ideas and opinions b. organise my argument/s using paragraphs so that my writing flows clearly sustain my persuasive arguments from beginning to end c. express the meaning of my persuasive arguments clearly and logically use appropriate technical vocabulary including facts and opinions related to the topic	<input type="radio"/> <input type="radio"/> <input type="radio"/>
3	Purpose Audience	a. select and use an appropriate form for presenting an argument use language which appeals to the reader and makes my writing more interesting	<input type="radio"/> <input type="radio"/>
4	Spelling Punctuation Grammar Handwriting	a. write interesting sentences to enhance my argument use linking words to improve my sentence structure b. use commas, speech marks and apostrophes accurately in the writing of my arguments c. use tenses appropriately when writing my argument spell the majority of commonly used words accurately	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

	WRITING: PERSUASIVE Level 5: What I need to do	Self/Peer Assessment
Requirements/ Key Skills	In a range of forms, for different audiences and purposes, including informal situations, I can:	
1 Talk Plan Edit	a. redraft my work taking account of feedback to improve my persuasive writing	<input type="radio"/>
2 Content Organisation	a. use precise vocabulary to clearly convey my persuasive argument justify my opinion with well-expressed and relevant information	<input type="radio"/> <input type="radio"/>
3 Purpose Audience	b. compose an extended piece of persuasive writing, maintaining structure and ensuring clarity throughout, using the appropriate form	<input type="radio"/>
4 Spelling Punctuation Grammar Handwriting	a. write a persuasive piece for the intended audience using the appropriate form use language appropriate to the form which has impact on the audience	<input type="radio"/> <input type="radio"/>
	b. sustain the style appropriate to persuasive writing and present the relevant information effectively	<input type="radio"/>
	a. write sentences of varying lengths and structure, including the use of clauses, to convey meaning clearly	<input type="radio"/>
	b. use more advanced punctuation in an accurate and proficient way to enhance my writing	<input type="radio"/>
	c. ensure my grammar and spelling are accurate throughout my persuasive writing	<input type="radio"/>

	WRITING: PERSUASIVE Level 5: What I need to do	Self/Peer Assessment
Requirements/ Key Skills	In a range of forms, for different audiences and purposes, including informal situations, I can:	
1 Talk Plan Edit	a. redraft my work taking account of feedback to improve my persuasive writing	<input type="radio"/>
2 Content Organisation	a. use precise vocabulary to clearly convey my persuasive argument justify my opinion with well-expressed and relevant information	<input type="radio"/> <input type="radio"/>
3 Purpose Audience	b. compose an extended piece of persuasive writing, maintaining structure and ensuring clarity throughout, using the appropriate form	<input type="radio"/>
4 Spelling Punctuation Grammar Handwriting	a. write a persuasive piece for the intended audience using the appropriate form use language appropriate to the form which has impact on the audience	<input type="radio"/> <input type="radio"/>
	b. sustain the style appropriate to persuasive writing and present the relevant information effectively	<input type="radio"/>
	a. write sentences of varying lengths and structure, including the use of clauses, to convey meaning clearly	<input type="radio"/>
	b. use more advanced punctuation in an accurate and proficient way to enhance my writing	<input type="radio"/>
	c. ensure my grammar and spelling are accurate throughout my persuasive writing	<input type="radio"/>