Exposition

First year of school

Purpose:

1. Writing persuades the reader.

Structure:

1. One argument is used.
2. Writing is in present tense.
3. A 'because' statement that includes a descriptive component based on one of the following perspectives: shape, size, colour, number, texture, action/location is employed.
   (e.g. I like the teddy because he is big. I like the teddy because he is round. I like the teddy because he is brown. I like the teddy because he has two ears. I like the teddy because he is fluffy.)

Grammar:

1. Personal pronoun (e.g. I) is used to convince or persuade.
2. Present tense sensing verbs (e.g. feel, believe, like) are used.
3. Relating verbs (e.g. is, has, are, have) are used.
4. Conjunctions are used to link sentences (e.g. because).
5. Simple sentences are used.
6. The subjects and verbs agree.
7. Plurals and articles are used correctly (e.g. a, the).

Writing Features:

1. Adjectives from one of six perspectives (number, size, colour, shape, texture, action) are used.

Exposition

Second year of school

Purpose:

1. Writing persuades the reader.

Structure:

1. Two arguments are used.
2. Writing is in present tense.
3. Two 'because' statements that includes a descriptive component based on one of the following perspectives: shape, size, colour, number, texture, action/location are employed.
   (e.g. Firstly, I like the teddy because he is big and round. Also, I like the teddy because he is brown and he has two ears.)

Grammar:

1. Personal pronoun (e.g. I) is used to convince or persuade.
2. Present tense sensing verbs (e.g. feel, believe, like) are used.
3. Conjunctions are used to link sentences (e.g. because).
4. Simple and compound sentences are used.
5. The subjects and verbs agree.
6. Plurals and articles are used correctly (e.g. a, the).
7. The writer begins to use sequencing words (e.g. firstly).

Writing Features:

1. Adjectives from one of six perspectives (number, size, colour, shape, texture, action) are used.
2. Punctuation (e.g. capital letters and full stops) is used correctly.
3. Most spelling is correct.
4. Some work is edited.

Exposition

Third year of school

Purpose:

1. Writing persuades the reader to accept a point of view.

Structure:

1. A title is used.
2. One macro defining sentence is used.
3. One linking sentence is used.
4. Three arguments are present.
   (e.g. Bears are the best toys
   Bears are popular toys. There are three reasons why they are absolutely popular. Firstly, bears are always soft and cuddly. Secondly, bears can be bought in many stores. Finally, bears are definitely liked by people of all ages.)

Grammar:

1. Student shows limited use of personal pronouns.
2. Present tense sensing verbs (e.g. feel, believe, like) are used.
3. Conjunctions are used to link sentences (e.g. and).
4. Articles (e.g. a and the) are used correctly.
5. Simple sentences and compound sentences are used.
6. Sequencing words are used to link arguments (e.g. firstly, secondly, finally).
7. The subjects and verbs agree.
8. Plurals and articles are used correctly.

Writing Features:

1. Adjectives from two of six perspectives (number, size, colour, shape, texture, action) are used.
2. Capital letters and full stops are used correctly.
3. Spelling is checked and corrected.
4. Work is checked and edited.

Exposition
Fourth year of school

Purpose:

1. Writing persuades the reader to accept a point of view.

Structure:

1. The introduction includes the writer's point of view (title and macro sentences) and a preview of arguments (a linking sentence).
2. The first point is argued and elaborated (with an example).
3. Arguments and elaborations (examples) are provided for each point.
4. The point of view is restated in the conclusion.
   (e.g. Students should wear school uniform
   School uniform is the required clothing worn daily to school by students. There are three reasons why students should definitely wear uniform. Firstly, school uniform is affordable for families. School shirts cost less than expensive ones. Secondly, school uniform develops a sense of pride in the school. Finally, school uniform keeps students safe. On an excursion the uniform identifies the students to teachers. I absolutely believe that everyone should wear school uniform.)

Grammar:

1. The timeless present tense is used consistently.
2. Time connectives are used to link ideas.
3. Evaluative language is used to persuade the reader (e.g. feel, believe, like).
4. The writer demonstrates minimal use of pronouns (usually in conclusion).
5. Modal verbs are used to persuade the reader.

Writing Features:

1. Writing is planned.
2. Paragraphs are used correctly.
3. Correct sentences are used (simple, compound).
4. The tense of verbs is consistent.
5. Subjects and articles (e.g. a, an, the) are used correctly.
6. Capital letters, full stops and other punctuation markers are used correctly.
7. Spelling is correct.
8. Work is edited carefully.

Exposition
Fifth year of school

Purpose:

1. Writing persuades the reader to accept a point of view (for or against).

Structure:

1. The introduction includes the writer's point of view (title, at least two macro sentences) and a preview of arguments (a linking sentence).
2. The writing includes at least three arguments (with more than one evidential statement for each argument).
3. Arguments and elaborations (examples) are provided for each point.
4. The conclusion summarises the arguments.
   (e.g. Students should wear school uniform
   School uniform is the required clothing worn daily to school by students. There are three reasons why students should definitely wear uniform. Firstly, school uniform is affordable for families. School shirts cost less than expensive ones. Secondly, school uniform develops a sense of pride in the school. Finally, school uniform keeps students safe. On an excursion the uniform identifies the students to teachers. I absolutely believe that everyone should wear school uniform.)

Grammar:

1. Present tense sensing verbs are used consistently (e.g. feel, believe, like).
2. Time connectives (sequencing words) are used to link ideas (e.g. firstly, secondly, finally).
3. Evaluative language is used to persuade the reader.
4. The writer demonstrates minimal use of pronouns (usually in conclusion).
5. Modal verbs and adverbs are used to persuade the reader.
6. Plurals and articles are used correctly.

Writing Features:

1. Writing is planned.
2. Paragraphs are used within the structure of the text.
3. Correct sentences are used (e.g. simple, compound).
4. The tense of verbs is consistent.
5. Subjects and articles (e.g. a, an, the) are used correctly.
6. Capital letters, full stops and other punctuation markers are used correctly.
7. Spelling is correct.
8. Work is edited carefully.

Exposition
Sixth year of school

Purpose:
1. Writing persuades the reader to accept a point of view.
2. Presents an argument for or against a particular point of view.

Structure:

1. The writer defines the phenomenon (title and macro sentences).
2. The introduction includes the writer's point of view and a preview of arguments (a linking sentence).
3. The first point is argued and elaborated (with and example).
4. Arguments and elaborations (examples) are provided for each point.
5. The point of view is restated in the conclusion.

   (e.g. Students should wear school uniform.

   School uniform is the required clothing worn daily to school by students. There are many varieties of school uniform. School uniform is worn in many parts of the schools. There are three compelling reasons why students should definitely wear uniform. Firstly, school uniform is affordable for families. How can families be expected to pay for designer clothing just to wear to school? School shirts cost less than expensive ones. The Reedemer school shirt costs $28.00. Secondly, school uniform certainly develops a sense of pride in the school. Students feel they are part of the school team when they wear the uniform. A survey of Redeemer Year students indicates that 86% prefer to wear uniform to school. Finally, school uniform always keeps students safe. On an excursion the uniform identifies the students to teachers. On a reception class zoo excursion, a lost student was quickly returned to their class teacher.)

Grammar:

1. The timeless present tense is used consistently.
2. Time connectives are used to link ideas.
3. Evaluative language is used to persuade the reader (e.g. feel, believe, like).
4. The writer demonstrates minimal use of pronouns (usually in conclusion).
5. High modality is used to persuade the reader (e.g. "Certainly we must").

Writing Features:

1. Writing is planned.
2. Paragraphs are used correctly.
3. Correct sentences are used (e.g. simple, compound).
4. The tense of verbs is consistent.
5. The subjects and verbs agree.

6. Subjects and articles (e.g. a, an, the) are used correctly.
7. Capital letters, full stops and other punctuation markers are used correctly.
8. Spelling is correct.
9. Work is edited carefully.

Exposition

Seventh year of school

Purpose:

1. Writing persuades the reader to accept one side of an argument.
2. Presents an argument for or against a particular point of view.

Structure:

1. The writer defines the phenomenon (title and macro sentences).
2. The writer puts forward a thesis or viewpoint (linking sentence).
3. The writer supports his or her viewpoint with evidence (examples).
4. Viewpoints are logically ordered.
5. The first point is argued and elaborated (arguing sentence followed by at least one testimonial example).
6. Arguments and examples are provided for each point.
7. Each new paragraph begins with a topic sentence with supporting detail.
8. The point of view is restated in the conclusion.
   (e.g. Students should wear school uniform.
   School uniform is the required clothing worn daily to school by students. There are many varieties of school uniform. School uniform is willingly worn in many parts of the schools. There are three highly compelling reasons why students should wear uniform. It is clearly evident that school uniform is certainly affordable for families. How can families be expected to pay for designer clothing just to wear to school? School shirts cost less than expensive ones. The Reedemer school shirt costs $28.00. Furthermore, school uniform undoubtedly develops a sense of pride in the school. Who would not be proud of their school and its values? Students feel they are part of the school team when they wear the uniform. A survey of Redeemer Year 7 students focussing on school uniform indicates that 86% prefer to wear it. This is proof alone! An additional significant perspective on this issue is that school uniform always keeps students safe. On an excursion the uniform identifies the students to teachers. On a reception class zoo excursion, a lost student was quickly returned to their class teacher. I absolutely insist that students should wear should wear school uniform because of cost, school pride and safety. Who could possibly argue against this?)

Grammar:

1. The timeless present tense is used consistently.
2. Time connectives are used to link ideas.
3. Thinking verbs are utilised (e.g. believe, feel, think).
4. Past tense is used correctly (e.g. in examples).

5. Evaluative language is used to persuade the reader (e.g. important, significant, valuable).
6. High modality and active voice is used (e.g. "Certainly we must").
7. The writer demonstrates minimal use of personal pronouns.

Writing Features:

1. Writing is planned.
2. Paragraphs are used correctly.
3. Simple, compound and complex sentences are used.
4. The tense of verbs is consistent.
5. The subjects and verbs agree.
6. Plurals and articles are used correctly (e.g. a, an, the).
7. Capital letters, full stops and other punctuation marks are used correctly.
8. Spelling is correct.
9. Work is edited carefully.

Exposition

Eighth year of school

Purpose:

1. Writing persuades the reader to accept one side of an argument.
2. Presents an argument for or against a particular point of view.

Structure:

1. The writer defines the phenomenon (title and macro sentences).
2. The writer puts forward a thesis or viewpoint (linking sentence).
3. The writer supports his or her viewpoint with evidence (examples).
4. Viewpoints are logically ordered.
5. The first point is argued and elaborated (arguing sentence followed by at least one testimonial example).
6. Arguments and examples are provided for each point.
7. Each new paragraph begins with a topic sentence with supporting detail.
8. The point of view is restated in the conclusion and summarises the argument. (e.g. Students should wear school uniform.
   School uniform is the required clothing worn daily to school by students. There are many varieties of school uniform. School uniform is willingly worn in many parts of the schools. There are three highly compelling reasons why students should wear uniform. It is clearly evident that school uniform is certainly affordable for families. How can families be expected to pay for designer clothing just to wear to school? School shirts cost less than expensive ones. The Reedemer school shirt costs $28.00. Furthermore, school uniform undoubtedly develops a sense of pride in the school. Who would not be proud of their school and its values? Students feel they are part of the school team when they wear the uniform. A survey of Redeemer Year 7 students focussing on school uniform indicates that 86% prefer to wear it. This is proof alone! An additional significant perspective on this issue is that school uniform always keeps students safe. On an excursion the uniform identifies the students to teachers. On a reception class zoo excursion, a lost student was quickly returned to their class teacher. I absolutely insist that students should wear should wear school uniform because of cost, school pride and safety. Who could possibly argue against this?)

Grammar:
1. The timeless present tense is used consistently.
2. Time connectives are used to link ideas.
3. Thinking verbs are utilised (e.g. believe, feel, think).
4. Past tense is used correctly (i.e. in examples).

5. Evaluative and emotive language and statements are used to persuade the reader (e.g. important, significant, valuable).
6. High-modal verbs, adverbs and active voice is used (e.g. "Certainly we must").
7. The writer demonstrates minimal use of personal pronouns (usually in conclusion).

Writing Features:

1. Writing is planned.
2. Paragraphs are used correctly.
3. Simple, compound and complex sentences are used.
4. Conjunctions are used appropriately.
5. The tense of verbs is consistent.
6. The subjects and verbs agree.
7. Evidence of increased use of technical vocabulary.
8. Plurals and articles are used correctly (e.g. a, an, the).
9. Use of complex sequencing words (e.g. furthermore, additionally).
10. Elaborate use of sequencing phrases (e.g. It is clearly evident that…).
11. Use of rhetorical questions to persuade the reader.
12. Capital letters, full stops and other punctuation marks are used correctly.
13. Spelling is correct.
14. Work is edited carefully.