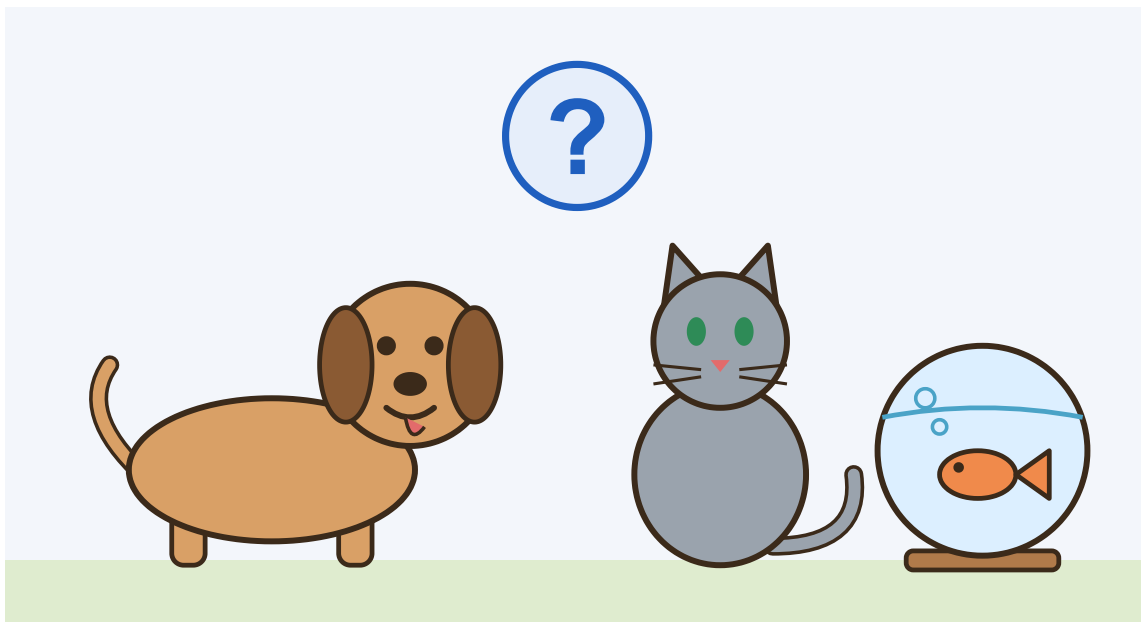


Should Every Family Have a Pet?

Persuasive

Write to persuade

Lots of help

Your task

Today you are going to write to **persuade** a reader.

Some people think every family should have a pet. Other people think pets cost too much, take too much work, or don't suit every home.

What do you think? Write to convince a reader to agree with you. Give reasons and examples.

Remember to...

- | | |
|---|--|
| ☐ Say clearly what you think at the start. | ☐ Talk to your reader: "Imagine...", "Wouldn't you...?" |
| ☐ Give at least three reasons. | |
| ☐ Explain each reason with an example. | ☐ Finish by saying your opinion again in a new way. |
| ☐ Use a new paragraph for each reason. | |
| ☐ Use strong words like <i>must</i> , <i>definitely</i> and <i>important</i> . | ☐ Check capital letters, full stops and spelling. |

Tick each box when you have done it.

Planning

Fill in each box with a few words. You don't need full sentences here.

My opinion

Circle one, then say it in your own words.

I agree

I disagree

Reason 1

Why do you think this?

Example: what shows this is true?

Reason 2

What is another reason?

Example: when have you seen this happen?

Reason 3

Can you think of one more?

Example or explanation:

Conclusion

How will you finish? Say your opinion again in a new way.

Word bank

Borrow any of these words for your writing.

Strong words

definitely certainly must
should everyone never
always

Linking words

because so also
another reason for example
however

Pet words

loyal companion responsibility
exercise gentle vet care

Feeling words

happy calm lonely safe
proud stressed

Sentence starters

Use these to get going. Fill in the blanks with your own words.

I strongly believe that every family should / should not have a pet.

My first reason is...

For example, ...

Another reason is...

Some people think... but...

Imagine coming home to...

In conclusion, ...

Title: _____

[illegible]

Tip: start a new paragraph for each new reason.

Tip: start a new paragraph for each new reason.

For grown-ups: marking guide

Should Every Family Have a Pet? · Persuasive · Lots of help. Read the whole piece aloud with your child first. Then circle a score for each area. Talk about what went well before anything else.

0 not there yet 1 beginning 2 on track for Year 3 3 strong for Year 3

In this task, look for: Is the opinion clear from the first paragraph, and is each reason backed by an example (for example, walking a dog is good exercise)?

Area	What to look for at Year 3	Kind, specific feedback	Score
1. Audience	Writes to convince a reader, not just to list thoughts. May speak to the reader directly ("you") and think about what they believe.	Say whether it would change your mind, and which sentence came closest.	0 1 2 3
2. Text structure	An introduction that states the opinion, a body with reasons, and a conclusion that sums up or restates it.	Ask them to point to their opinion, their reasons and their ending. Celebrate each part they find.	0 1 2 3
3. Ideas	Reasons fit the topic and are explained or backed up with an example, not just listed.	Choose one reason and ask "Can you give me an example of that?"	0 1 2 3
4. Persuasive devices	Tries at least one technique: a question to the reader, strong words (<i>must</i> , <i>should</i>), repeating a key idea, "imagine", or answering the other side.	Name the technique they used: "Your question made me stop and think. That's persuading!"	0 1 2 3
5. Vocabulary	Words that show certainty or feeling (<i>definitely</i> , <i>unfair</i> , <i>essential</i> , <i>dangerous</i>).	Find one weak word (<i>good</i> , <i>bad</i>) and swap it for a stronger one together.	0 1 2 3
6. Cohesion	Linking words connect the argument (<i>firstly</i> , <i>also</i> , <i>another reason</i> , <i>however</i> , <i>so</i>).	Read two paragraphs aloud and ask which linking word could join them smoothly.	0 1 2 3
7. Paragraphing	Any attempt at paragraphs is good at Year 3. Best: each reason in its own paragraph.	Colour each reason a different colour, then check each colour has its own paragraph.	0 1 2 3
8. Sentence structure	Complete sentences that make sense, plus some joined with <i>and</i> , <i>but</i> , <i>so</i> , <i>because</i> , <i>when</i> or <i>if</i> . Not every sentence starts the same way.	Read one very long sentence aloud together and listen for where it wants to stop.	0 1 2 3
9. Punctuation	Capital letters and full stops mostly right. Question and exclamation marks used. A try at commas in lists or speech marks is a bonus.	Pick one punctuation mark to work on this time. Fixing everything at once is overwhelming.	0 1 2 3
10. Spelling	Common words spelt correctly. Harder words have a sensible try using sounds and patterns (e.g. <i>becuase</i> shows good thinking).	Praise a brave spelling attempt. Choose up to three words to practise, not every mistake.	0 1 2 3

Total: _____ / 30

Two stars and a wish. Name two specific things that worked, then one small, doable thing to try next time.

★ Star

★ Star

Wish

This is a simple 0–3 home scale for spotting strengths and next steps. It is not the official NAPLAN marking scale, which scores each area on its own range. Mark in pencil and focus on ideas before spelling.