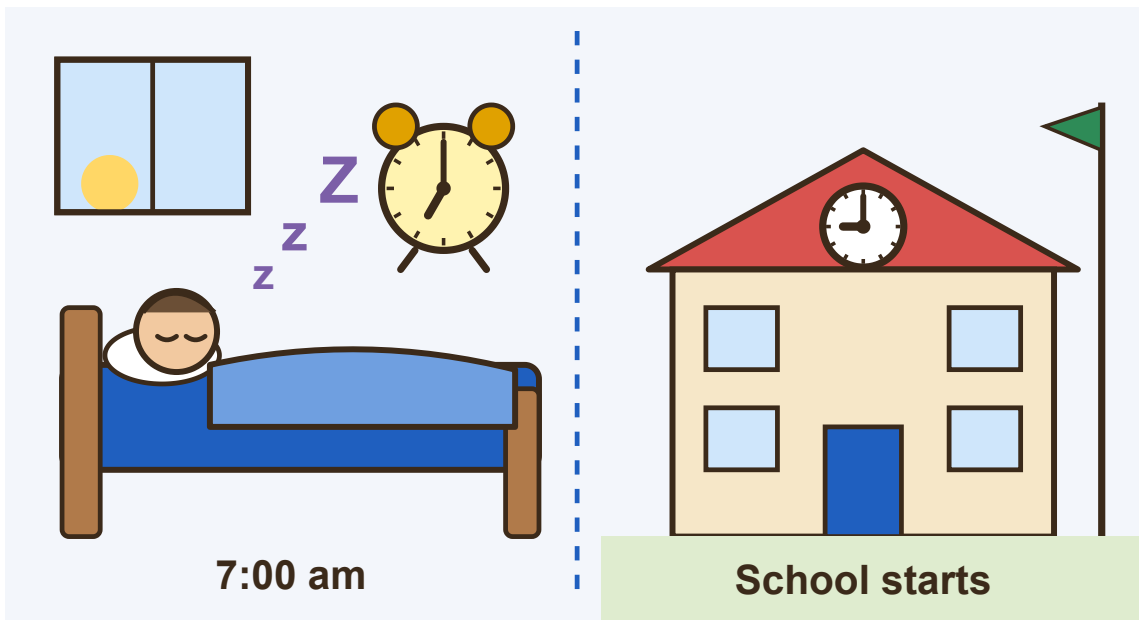


Should School Start Later?

Persuasive

Write to persuade

A little help

Your task

Some people think school should start later in the morning, perhaps at 10 o'clock, so children can sleep longer. Others think the school day works well just as it is.

What do you think? Write to **persuade** a reader. Your reader might be your principal, your family or another student.

Suggested time: 45 minutes (5 to plan, 35 to write, 5 to check)

Remember to...

- ☐ Open with a clear opinion.
- ☐ Back up each reason with an example.
- ☐ Answer what someone on the other side might say.
- ☐ Use persuasive words and questions for the reader.
- ☐ Use paragraphs and linking words like *also* and *however*.
- ☐ Save 5 minutes to check and improve your writing.

Tick each box when you have done it.

Planning

Planning time: about 5 minutes

You might plan: opinion · reasons with examples · what the other side says · conclusion

[illegible]

For grown-ups: marking guide

Should School Start Later? · Persuasive · A little 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: Does the writing suit the chosen reader (for example, polite to a principal), and does it answer at least one argument from the other side?

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.