

Ashfield Public School

Writing Progression Tool

Persuasive Text

The Semester Report includes a Writing Progression which is a measure of your child's progress in writing.

These progressions been adapted from the ACARA Literacy Progressions, Literacy Precursors, ESL Scales and NAPLAN marking guides.

The purpose of including the Writing Progression on the Semester Report is to help parents track the progress of their child in writing across the school years.

PA and PB identify students at a pre-writing progression level

P1 - P3 identify students at an emerging level of writing

P4 - P6 identify students who are developing concepts of structure and language

P7 - P8 identify students who are beginning to apply concepts of structure and language

P9 - P11 identify student applying concepts of structure and language with increasing sophistication

Please contact your child's teacher if you would like to discuss your child's Writing Progression.

PA = PRE-WRITING PROGRESSION 1

Indicates a single message (eg. wash hands)

Interacts with pictures and objects (eg. can focus on picture being talked about)

Uses informal responses such as vocalising, turning, moving, smiling or touching to indicate a single message

Interacts with photos/pictures/symbols to show order (eg. following a teacher prompt, student touches each picture in order)

Exposed to oral reading of a group of words that expresses a complete thought (eg. teacher reads aloud a sentence)

Interacts with print (eg. teacher points to capital letter and a full stop)

PB = PRE-WRITING PROGRESSION 2

Communicates a range of messages

Interacts with pictures and objects and gives a response (eg. repeats the word 'hot': *We don't touch because it is hot*)

Uses conventional behaviours or concrete symbols to communicate intentionally (eg. uses single words, gestures, points to picture)

Interacts with photos/pictures/symbols to show order (eg. with some prompting, student sequences pictures)

Interacts with a group of words that expresses a complete thought (eg. actively listens to teacher read aloud a sentence)

Interacts with print to identify some features (eg. with increasing frequency, can identify a capital letter and a full stop)

P1 = PROGRESSION 1

Draws pictures and shapes to make meaning about a simple idea (eg. it is cold today)

Interacts with pictures and objects and gives a response (eg. Identifies items to take to the beach: *towel, hat, bucket, spade*)

Presents ideas using icons and images (eg. arranges pictures to show food for a lunch box)

Intentionally creates letter-like shapes or strings, experimenting with forms and shapes

Listens to simple sentences to identify a sequence (eg. I walked to the park. I played with my friends. I went home.)

Intentionally creates letter-like shapes or strings, experimenting with forms and shapes

P2 = PROGRESSION 2

Articulates or draws pictures to make meaning about an idea (eg. packing to go on a holiday)

Composes an emergent text that represents features of a text (eg. lists reasons for enjoying a favourite hobby)

Composes an emergent text that represents a few high frequency words

With teacher prompting, arranges simple sentences in a logical sequence

With teacher prompting, arranges words and phrases into simple sentences

Writes some recognisable letters (eg. one or two letters)

P3 = PROGRESSION 3

Attempts to use written words or draws picture to express familiar experiences or topics

Composes an emergent text to justify a point of view (eg. I like Christmas because...)

Composes text with some high frequency words (eg. lists reasons for enjoying a favourite hobby)

Writes attempted sentences in a logical sequence

Writes ideas in sentence fragments

Uses letters to represent words and writes from left to right

P4 = PROGRESSION 4

Uses written words to create a simple text to express a familiar experience or topic
Correctly writes written words that justifies a point of view (eg. I like Christmas because...)
Uses high frequency words
Begins to shape text using organisational features of beginning, middle and end
With teacher prompting, writes a simple sentence to express a complete thought
Uses some sentence punctuation (eg. capital letters at the beginning of a text)

P5 = PROGRESSION 5

Creates a text which includes two or three related ideas to express thoughts, feelings and opinions
Includes a few ideas that are simply stated (eg. states a few opinions about the topic)
Uses adjectives to add meaning by describing qualities or features (eg. small, long, red)
Includes beginning structural features (eg. statement of an opinion, a heading)
Writes simple and compound sentences using basic verb groups, noun groups phrases and common conjunctions
Uses basic verb groups, noun groups and phrases (eg. We went to the beach last week.)

P6 = PROGRESSION 6

Creates a text that presents a point of view about a familiar topic
Includes three or more opinions with supporting reasons
Uses some precise words (eg. giant for tall, golden for yellow) and word groups (eg. quick-minded person)
Includes a simple introduction to orient the reader (eg. states an opinion to introduce an argument)
Writes simple, compound and some complex sentences related with a broader range of conjunctions (eg. and, but, so, because)
Uses a variety of verb groups, noun groups and phrases

P7 = PROGRESSION 7

Creates a text that presents a point of view about a challenging topic
Supports ideas with some detail and elaboration (eg. expands a topic sentence by adding more details in following sentences)
Uses cohesive vocabulary to indicate order, cause and effect (eg. uses connectives) and word play (eg. repetition, alliteration)
Crafts text using typical or familiar features such as an introduction and body paragraphs
Writes a range of simple, compound and complex sentences with few run-on sentences and dangling clauses
Makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

P8 = PROGRESSION 8

Creates a text that develops an elaborated point of view about an increasingly complex topic
Presents a position and supports it with one or a few simply stated arguments
Crafts text using an increasing range of vocabulary and technical words in a fluent and articulate manner
Develops structural features to contain more detail (eg. introduction with an increasingly detailed statement of position, body paragraphs and simple conclusion)
Uses cohesive devices to link points in an argument (eg. uses text connectives such as however, on the other hand)
Uses consistent control over grammatical features such as tenses, different types of verbs, phrases of time and place, compound and complex sentences, and pronoun reference

P9 = PROGRESSION 9

Creates a text that takes a position and supports it with arguments (eg. examine the benefits of physical health and wellbeing)
Introduces each argument with a clearly articulated statement of position
Uses a wide range of technical and topic specific words to add authority (eg. innovative design, solution)
Develops structural features for impact (eg. introduces each argument with an extended and detailed statement of position)
Uses cohesive devices to link arguments with detailed evidence and reasons (eg. uses connectives such as therefore, furthermore)
Correctly uses all simple and complex punctuation (eg. semi colons, apostrophes of possession, ellipses)

P10 = PROGRESSION 10

Creates a text on a complex topic (eg. Making the right choice can be challenging)
Creates persuasive points with effective elaborations and supporting evidence
Purposefully uses rhetorical devices such as rhetorical questions or irony to add depth and meaning
Confidently uses structural features (eg. an appropriate and insightful conclusion that sums up, recommends or reiterates)
Uses increasingly complex sentence structure (eg. subordination) to express nuanced relationships between ideas
Correctly uses all complex punctuation (eg. semi colons, apostrophes of possession, ellipses)

P11 = PROGRESSION 11

Creates a text on a sophisticated concept (eg. The fight for equality is an ongoing struggle)
Creates sustained, robust arguments to explore the complexity of a topic (eg. AI supports a better education system)
Uses sophisticated evaluative language devices such evocative vocabulary for persuasive effect (eg ...it rouses us to action)
Adeptly uses structural features flexibly to strategically organise ideas (eg. includes a defined, cogent summation or call to action)
Crafts sophisticated sentence structures, such as embedded/relative clauses and passive voice
Correctly uses all complex punctuation (eg. semi colons, apostrophes of possession, ellipses)