

Exposition

A persuasive text puts forward an argument or particular point of view.

A highly effective exposition will likely include:

- A clear title that outlines the subject to be argued for
- A clearly presented argument, reinforced with evidence and examples
- Sequencing words and phrases e.g. in addition, furthermore
- Persuasive language or rhetorical devices
- Impactful images, lettering or layout
- Text written in simple present tense
- Text that addresses the reader directly e.g. How would you... Are you... Do you think...

EXPERIENCES AND OUTCOMES

Early Level LIT 0-01a / LIT 0-11a / LIT 0-20a / ENG 0-12a / LIT 0-13a / LIT 0-21a / LIT 0-21b / LIT 0-26a / LIT 0-09b / LIT 0-31a

First Level LIT 1-20a / LIT 1-21a / LIT 1-22a / LIT 1-23a / LIT 1-24a / LIT 1-25a / LIT 1-26a / LIT 1-28a / LIT 1-29a

Second Level LIT 2-20a / LIT 2-21a / LIT 2-22a / LIT 2-23a / LIT 2-24a / LIT 2-25a / LIT 2-26a / ENG 2-27a / LIT 2-29a

Third Level LIT 3-21a / LIT 3-22a / LIT 3-23a / LIT 2-24a / LIT 3-25a / LIT 3-26a / ENG 3-27a / LIT 3-29a

Exposition Assessment at Early Level

Creating Written Texts	Includes a clear title that highlights a point of view.	
	One argument is presented.	
	A 'because' statement is given as justification that includes a descriptive component based on one of the following perspectives: shape, size, colour, number, texture, action/location.	
	The writing meets its purpose to put forward an argument or particular point of view.	
	Shares feelings, experiences, information, messages or ideas in pictures, print or digital text.	
Tools for Writing	Uses simple sentences.	
	Writes words from left to right.	
	Leaves a space between words when writing.	
	Makes an attempt to use a capital letter and a full stop in at least one sentence.	
	Nouns and personal pronouns are used.	
	Present tense sensing verbs are used (e.g. feel, believe, like).	
	Conjunction 'because' is used to link sentences.	
	Uses articles correctly (e.g. the, a, an).	
	The subjects and verbs agree.	
	An adjective from one of six perspectives is used to inform opinion (e.g. shape, size, colour, number, texture, action).	
	Forms most lowercase letters legibly.	
Tools for Writing Phonology	Uses known sounds to attempt to write a sentence. Words may be represented with mainly consonants.	
	Makes an attempt to spell familiar words correctly.	
Finding, Using and Organising Information	Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts.	
	Writes to reflect own experiences and feelings using appropriate vocabulary to convey meaning.	
	Uses varied, appropriate vocabulary (e.g. may try to use adjectives to persuade a reader).	

Exposition Assessment at First Level

Creating Written Texts	A clear title outlines the writer's point of view.	
	An introduction gives a clearly articulated position on the subject.	
	Arguments and elaborations (with examples) are provided for each point.	
	Includes a conclusion where the point of view is restated.	
	The writing meets its purpose to put forward an argument or particular point of view.	
	When writing to convey information, describe events or processes, share opinions or persuade readers in different ways: <ul style="list-style-type: none"> • Selects, organises and conveys information in different ways • Uses vocabulary and language for specific purposes • Shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose 	
Tools for Writing	Uses simple and compound sentences.	
	Writes independently, punctuating most sentences accurately (e.g. using a capital letter, full stop, question mark or exclamation mark).	
	Starts sentences in a variety of ways to engage the reader.	
	Links sentences using common conjunctions (e.g. and, but, because or so).	
	Time connectives are used (e.g. also, in addition, another).	
	Nouns are used.	
	Personal pronouns are used in the conclusion.	
	Present tense sensing verbs are used (e.g. feel, believe, like).	
	Uses articles correctly (e.g. the, a, an).	
	The subjects and verbs agree.	
	Adjectives from two of the six perspectives are used (e.g. shape, size, colour, number, texture, action).	
	The timeless present tense is used consistently.	
	Writing has been checked to ensure it makes sense.	
	Presents writing in a clear, legible way using images and other features as appropriate.	
Tools for Writing Phonology	Represents all substantial sounds within words (perhaps without regard for conventional spelling patterns).	
	Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.	
	Spells most commonly used words correctly.	
	Spells most vocabulary used across the curriculum correctly.	

Finding, Using and Organising Information	Includes relevant information in written texts.	
	Organises writing in a logical order and as appropriate to the audience (e.g. may be attempting paragraphs).	
	Uses relevant and/or interesting vocabulary as appropriate for the context (e.g. effective adjectives are used to persuade a reader).	

Exposition Assessment at Second Level

Creating Written Texts	A clear title outlines the writer's point of view.	
	An introduction clearly defines the subject.	
	A viewpoint or 'thesis' is put forward in a linking sentence.	
	Arguments and elaborations (with examples) are provided for each point.	
	Includes a conclusion where the point of view is restated.	
	The writing meets its purpose to put forward an argument or particular point of view.	
	Uses appropriate style and format to convey information applying key features of the chosen genre.	
	Uses tone and vocabulary appropriate to purpose (e.g. emotive language, addresses reader directly).	
	<p>When writing to persuade, evaluate, explore issues or express an opinion:</p> <ul style="list-style-type: none"> • Presents relevant ideas and information, including supporting detail, to convey view point • Organises ideas in a logical way • Includes an introduction that makes the topic clear and a conclusion that rounds off the writing • Attempts to use language to influence or persuade the reader, for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language 	
Tools for Writing	Uses simple, compound and complex sentences.	
	Writes independently, punctuating most sentences accurately.	
	Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes (where appropriate). Punctuation is mainly accurate.	
	Uses sentences of different lengths and types and varies sentences openings (e.g. in addition, furthermore).	
	Links sentences using a range of conjunctions (e.g. also, in addition, another).	
	Nouns are used.	
	Personal pronouns are used in the conclusion.	
	Present tense sensing verbs are used (e.g. feel, believe, like).	
	Uses articles correctly (e.g. the, a, an).	
	The subjects and verbs agree.	
	Sequencing words are used.	
	Uses high-modal verbs (e.g. have to, must) and high-modal adverbs (e.g. absolutely, certainly) for effect.	
	The timeless present tense is used consistently. The past tense is used appropriately (e.g. in examples).	
	Writes most sentences in a grammatically accurate way.	
	Uses paragraphs to separate thoughts and ideas (e.g. each new paragraph begins with a topic sentence with supporting detail).	
Writing has been reviewed and corrected to ensure it makes sense, is technically accurate and meets its purpose.		

	Writes in a fluent and legible way.	
	Makes appropriate choices about layout and presentation, including in digital texts, to engage the reader (e.g. headings, bullet points, fonts, graphics, and/or captions where appropriate).	
Tools for Writing Phonology	Though spelling may lack accuracy, all vowel and consonant sounds are represented in a word.	
	Applies knowledge of spelling patterns, rules, and strategies to spell most words correctly.	
Finding, Using and Organising Information	Organises and presents information in a logical way (e.g. viewpoints are logically ordered).	
	Selects relevant ideas and information.	
	Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience. (e.g. may be using some persuasive devices and literary techniques such as rhetorical questions, high modality verbs, adjectives and adverbs to enhance effect on the reader).	

Exposition Assessment

At Third Level

Creating Written Texts	A clear title outlines the writer's point of view.	
	An introduction clearly defines the subject.	
	A viewpoint or 'thesis' is put forward in a linking sentence.	
	Arguments and elaborations (with examples) are provided for each point.	
	Includes a conclusion where the point of view is restated.	
	The writing meets its purpose to put forward an argument or particular point of view.	
	Creates short and extended texts regularly for a range of purposes and audiences.	
	Engages and/or influences the reader through use of language, style and/or tone as appropriate to genre.	
	When writing to convey information, describe events, explain processes or concepts, and combine ideas:	
	<ul style="list-style-type: none"> • Uses a style and format appropriate to purpose and audience, applying features of the chosen genre. • Includes relevant ideas/knowledge/information with supporting detail or evidence. • Organises and structures ideas or information in a logical order using linking words or phrases. • Uses topic sentences to introduce the focus of paragraphs to signpost a basic structure. • Uses appropriate tone and vocabulary for purpose and audience. 	
Tools for Writing	Uses simple, compound and complex sentences.	
	Uses more complex punctuation, where appropriate, to convey meaning or in an attempt to enhance writing, for example, inverted commas, exclamation marks, question marks, colons, parentheses and/or ellipses. Punctuation is varied and mainly accurate.	
	Uses a variety of sentence structures, varying openings and lengths for example simple and complex sentences, lists and repetition.	
	Uses an appropriate range of conjunctions to structure writing for effect.	
	Nouns are used.	
	Personal pronouns are used in the conclusion.	
	Present tense sensing verbs are used (e.g. feel, believe, like).	
	Uses articles correctly (e.g. the, a, an).	
	The subjects and verbs agree.	
	Sequencing words are used.	
	Uses high-modal verbs (e.g. have to, must) and high-modal adverbs (e.g. absolutely, certainly) for effect.	
	The timeless present tense is used consistently. The past tense is used appropriately (e.g. in examples).	
	Writes almost all sentences in a grammatically accurate way.	
	Uses paragraphs to structure content. Uses linking phrases and topic sentences to signpost a basic structure, line of thought or argument.	
	Reviews and edits writing to ensure clarity of meaning, technical accuracy and to improve language or content.	

	Writes in a fluent and legible way.	
	Selects features of layout and presentation, including in digital texts, to clarify meaning and suit purpose and audience (e.g. headings, bullet points, text boxes, and/or relevant graphics where appropriate).	
Tools for Writing Phonology	Uses knowledge of many characteristic patterns and rules in order to correctly spell words.	
	Applies a range of strategies and resources to spell most words correctly including unfamiliar or specialist vocabulary.	
Finding, Using and Organising Information	Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.	
	Uses and acknowledges sources appropriately.	
	Selects relevant ideas and information including supporting detail or evidence.	
	Organises and presents information in a logical order.	
	Uses varied and appropriate vocabulary to make meaning clear and/or to attempt to enhance writing. (e.g. clear use of some persuasive devices and literary techniques to enhance effect on the reader such as rhetorical questions, high modality verbs and adverbs).	