

Writing Conventions to Analyse, Review and Comment

	Analyse Can you consider different viewpoints about an issue?	Review Can you summarise and give your opinion on something?	Comment Can you give your personal response about something?
Possible Text Types	<ul style="list-style-type: none"> □ Essays 	<ul style="list-style-type: none"> □ Reviews 	<ul style="list-style-type: none"> □ Articles □ Commentary □ Report
Word Level	<ul style="list-style-type: none"> □ Present tense □ Expressive verbs, e.g. 'shows', 'implies', 'exemplifies', 'proves' 	<ul style="list-style-type: none"> □ Opinion/Reflection verbs, e.g. 'believe', 'feel', 'consider', 'suppose' 	<ul style="list-style-type: none"> □ Use of first person to express personal responses □ Value judgement adjectives, e.g. 'convincing', 'amusing'
Sentence Level	<ul style="list-style-type: none"> □ Third person to show formality □ Conjuncts, e.g. 'however', 'moreover' □ Contrasts, e.g. 'whereas', 'although' □ Cause and Effect, e.g. 'therefore', 'as a result' 	<ul style="list-style-type: none"> □ Use of modal verbs to express assertiveness or tentativeness, e.g. 'it might be considered that...' 'the actors should have...' 	<ul style="list-style-type: none"> □ Use of co-ordination to make propositions □ Subordination to discuss and speculate, e.g. 'if', 'whilst', 'although'
Text Level	<ul style="list-style-type: none"> □ Statement of issue followed by topic sentences expanded using PEE 	<ul style="list-style-type: none"> □ Express personal opinion, give a recommendation or a concluding comment 	<ul style="list-style-type: none"> □ Use of rhetorical devices for effect □ Statement of issue followed by topic sentences expanded using PEE

Writing Conventions to Argue, Persuade or Advise

	Argue Can you argue the case for a point of view?	Persuade Can you make people do or buy something?	Advise Can you tell someone (how) to do something?
Possible Text Types	<ul style="list-style-type: none"> ❑ Pamphlets ❑ Newspaper articles 	<ul style="list-style-type: none"> ❑ Leaflets/Posters ❑ Speeches ❑ Letters 	<ul style="list-style-type: none"> ❑ Recipes ❑ Manuals
Word Level	<ul style="list-style-type: none"> ❑ Judgmental/Emotive language, e.g. 'outrageous', 'disgraceful' or 'unbelievable' 	<ul style="list-style-type: none"> ❑ Emphatic Language, e.g. 'Of course', 'Naturally', 'Obviously' ❑ Emotive Language 'Distressing', 'Devastating', 'Amazing opportunity' 	<ul style="list-style-type: none"> ❑ Imperative verbs, e.g. 'Put', 'Grate' ❑ Prepositional phrases, e.g. 'Above your head', 'Under your seat'
Sentence Level	<ul style="list-style-type: none"> ❑ Variety of sentence lengths ❑ Diplomatic, no blame - addressing of 'people' or 'society' - known as third person generic ❑ Subordinating clauses, e.g. 'if', 'unless' or 'because' ❑ Sequential connectives, e.g. 'First', 'Secondly' etc 	<ul style="list-style-type: none"> ❑ Use of second person to personalise effect ❑ Short punchy sentences for impact ❑ Rhetorical questions 	<ul style="list-style-type: none"> ❑ Active sentences ❑ Use of colon prior to lists ❑ Use of second person ❑ Sequential connectives, e.g. 'First', 'Secondly' etc
Text Level	<ul style="list-style-type: none"> ❑ Begins with a powerful statement about position followed by topic sentences with supporting points via PEEL ❑ Clear summary and dramatic final statement for impact. ❑ Sustained point of view for the reader 	<ul style="list-style-type: none"> ❑ Statement ❑ Argument ❑ Elaboration ❑ Reiteration ❑ Summary ❑ Conclusion 	<ul style="list-style-type: none"> ❑ Sequential ❑ Clear unfussy central layout ❑ Easy to scan for next instruction

