

# Guide to making judgments — Year 6 English

Name .....

**Focus:** Interpret and evaluate a persuasive text and construct a text to persuade an audience.

<b>Knowledge and understanding Interpreting texts</b>	<b>Knowledge and understanding Constructing texts</b>	
<p>Uses comprehension strategies to identify and interpret how language elements and textual features can persuade an audience in a text.</p> <p>Questions 1–7</p>	<p>Constructs a text to persuade an audience using language elements and textual features (paragraphs, text connectives, evaluative language, persuasive devices).</p> <p>Question 8</p>	
<p>◀ Well-justified identification of audiences and image. Effectively supports explanations of how language and images persuade an audience. Makes precise selections of evidence from text.</p> <p>◀ Infers meaning from text. Makes connections between language and visual elements using examples from text. Uses examples to support explanations.</p> <p>◀ Selects appropriate examples from text, including a phrase that connects closely with an image. Identifies appropriate audiences with a justification. Gives relevant explanation of how language or images position an audience.</p> <p>◀ Selects some appropriate examples and ideas from text. Identifies different audiences or identifies an appropriate audience with simple explanation.</p> <p>◀ Lists language and ideas from text.</p>	<p>◀ Presents supported arguments using a range of persuasive devices. Makes effective language choices. Uses a logical and cohesive structure.</p> <p>◀ Presents arguments using evaluative language. Relates ideas using text connectives. Controls structure.</p> <p>◀ Uses devices to support a point of view. Uses text connectives at a sentence and paragraph level. Point of view is clear through introduction and conclusion.</p> <p>◀ Presents a point of view using some examples. Simple language choices. Structure is evident. Uses text connectives at a sentence level.</p> <p>◀ States opinion and makes general statements. Lists examples of places and/or activities.</p>	<p><b>A</b></p> <p><b>B</b></p> <p><b>C</b></p> <p><b>D</b></p> <p><b>E</b></p>

Feedback .....

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