

## MODULE 4

### Persuasive Writing Commentaries

## Level 4: Mobile Phones in School Lower end of the range pupil work

Primary School  
Lisburn  
February

Dear

I believe that pupils should be allowed to bring their phones into school for a number of reasons.

Mobile phones are very useful for so many different things. For example contacting our parents if an after school activity has been cancelled. We could text or phone them to tell them to come pick us up, or if we forget our PE gear or swimming gear instead of missing out in all the fun. We could text them to bring it to us. If we are sick we could text them instead of the secretary texting them instead of their other work.

If we are allowed our phones in school it can save the school money. For example we can download text books or novels so the school do not have to buy them.

A phone has a lot of utilities like a calculator, a clock, a timer and apps for golden time on a Friday.

I know you will allow us our phones in school after reading this letter, and one more thing, if you weren't allowed your phone in work how would you feel, because that is how we feel now.

Yours sincerely

## MODULE 4

### Persuasive Writing Commentaries

## Level 4: Mobile Phones in School (Lower end of the range)

<p><b>Context, including prior learning</b></p>	<p>The pupil was asked to write a letter to the school Principal to support their arguments that mobile phones should or should not be allowed in school. The pupils had carried out workshops on the use of rhetorical questions as well as familiarisation activities using persuasive texts.</p>
<p><b>What is it that makes this piece sit within the lower end of the range of Level 4?</b></p>	<p>The piece shows that:</p> <ul style="list-style-type: none"> <li>• the pupil used a plan and arguments are bullet pointed within the plan (<b>Requirements 1 and 3</b>);</li> <li>• the pupil structured the letter and used paragraphs to set out each argument (<b>Requirements 2 and 4</b>);</li> <li>• the pupil chose the appropriate form for a formal persuasive letter (<b>Requirement 3</b>); and</li> <li>• the pupil used some punctuation accurately and there is accurate grammar and spelling on some occasions (<b>Requirement 4</b>).</li> </ul>
<p><b>What does the pupil need to do to make this piece a more secure Level 4?</b></p>	<p>The pupil needs to:</p> <ul style="list-style-type: none"> <li>• vary the word order in sentences as well as increase the number of linking words;</li> <li>• improve the use of punctuation, including commas;</li> <li>• improve the level of detail, including appropriate vocabulary and further develop ideas; and</li> <li>• increase fluency from one argument to another.</li> </ul>
<p><b>What does the teacher need to teach?</b></p>	<p>The teacher could:</p> <ul style="list-style-type: none"> <li>• provide pupils with experiences of identifying linking words in texts to improve the structure of writing;</li> <li>• provide opportunities for pupils to explore varying word order in texts to improve sentence structure;</li> <li>• model the flow of texts by exposing pupils to a wider range of good exemplification; and</li> <li>• mark the writing for improvement.</li> </ul>

## MODULE 4

### Persuasive Writing Commentaries

## Level 4: Mobile Phones in School Middle of the range pupil work

Primary School  
Lisburn  
February

Dear

I believe that mobile phones should not be allowed on school and I am sure you will agree with me.

Firstly, the use of mobile phones in school can lead to Cyber Bullying. The problem would be that child might not tell their Parents/Guardian and then it could get too far. Also this could end up starting at home where it may get even worse.

Secondly, if a child had a mobile phone during a test they could use the phone utilities to cheat in the test. A child could be texting their friend for the answers to a test. I am sure you would not want anybody cheating in their work during school.

Next, not every single child could have a mobile phone, which would be putting a parent/guardian under pressure to get one. If every single child had a mobile phone just imagine how much money that would cost the school and the parent/guardian. Mobile phones could be constantly needing charged. A phone can be stolen/damaged or lost and then the child would be counting on the parent//guardian to buy them another one, then the parent/guardian would be angry at the school. If I were you, I know I wouldn't want any complaints.

Finally, children could be getting teased for what type of phone they have. Also phones could be distracting children during class which would put a great affect on their education. Children could be prank calling other children during lunch.

I hope that you think it is right to ban mobile phones from school.

Yours sincerely

## MODULE 4

### Persuasive Writing Commentaries

## Level 4: Mobile Phones in School (Middle of the range)

<p><b>Context, including prior learning</b></p>	<p>The pupil was asked to write a letter to the school Principal to support their arguments that mobile phones should or should not be allowed in school. The pupils had carried out workshops on the use of rhetorical questions as well as familiarisation activities using persuasive texts.</p>
<p><b>What is it that makes this piece sit within the middle of the range of Level 4?</b></p>	<p>The piece shows that:</p> <ul style="list-style-type: none"> <li>the pupil is beginning to use more sophisticated language and persuasive techniques, such as rhetorical questions and repetition (<b>Requirements 2 and 3</b>), for example <i>'I am sure ... work during school'</i>;</li> <li>meaning is expressed clearly and is in line with the form of a formal persuasive letter (<b>Requirement 2</b>). In paragraph 3, meaning is expressed clearly;</li> <li>the pupil used some linking words to connect ideas, for example <i>'and'</i> and <i>'then'</i>; and</li> <li>the pupil used an increased level of detail in each argument, for example in paragraph 4 the pupil supports the argument that mobile phones would be costly for parents.</li> </ul>
<p><b>What does the pupil need to do to bring this piece into the higher end of the range of Level 4?</b></p>	<p>The pupil needs to:</p> <ul style="list-style-type: none"> <li>develop a more mature sense of style and flow to the arguments;</li> <li>increase the use of persuasive techniques throughout the writing;</li> <li>vary the word order and use more interesting sentences; and</li> <li>further develop each argument.</li> </ul>
<p><b>What does the teacher need to teach?</b></p>	<p>The teacher could:</p> <ul style="list-style-type: none"> <li>develop activities to teach complex sentence structure;</li> <li>model the flow of texts by exposing pupils to a wider range of good exemplification; and</li> <li>mark the writing for improvement with specific reference to the development of ideas.</li> </ul>

## MODULE 4

### Persuasive Writing Commentaries

## Level 4: Mobile Phones in School Higher end of the range pupil work

Primary School  
Lisburn  
February

Dear

I am writing to you on the subject of mobile phones in school. I believe that mobile phones should not be allowed to be used by the pupils of Primary School I believe this for a number of reasons.

The main reason why I believe that mobile phones should not be allowed in our school because of cyber bullying. There is a greater chance of cyber bullying if we are allowed mobile phones in school. I believe this because if some people have an argument in school it is likely that one person will send a nasty text message but if they don't have their phone in school by the time they get home they will either made up with the other person or calmed down.

Another reason why I believe that mobile phones should not be allowed is because not all children have mobile phones and they could be teased because of it. Also some people don't have the latest phones such as iPhones and it wouldn't be fair on the children who don't. Children would pick their friends based on what make of phone they have. Then children's parents would be under pressure to get their child a phone.

A further reason why I believe mobile phones should not be allowed is because most phones have internet access and calculators, therefore mobile phones could be used for cheating in a test or a piece of work. Also if you used your phone for cheating in a test it would cost quite a bit more money because internet access isn't free to use from mobile phones.

Social networking apps are available on mobile phones. This may distract pupils from the work they have to complete in class. Also pupils might give away details like what school they go to and where they live so social networking is a danger to children.

The arguments and information that I have given you clearly show that mobile phones should not be allowed in our school. Also I would like to say that we have no need for mobile phones in school because school is for learning not using mobile phones.

Yours sincerely

## MODULE 4

### Persuasive Writing Commentaries

#### Level 4: Mobile Phones in School (Higher end of the range)

<p><b>Context, including prior learning</b></p>	<p>The pupil was asked to write a letter to the school Principal to support their arguments that mobile phones should or should not be allowed in school. The pupils had carried out workshops on the use of rhetorical questions as well as familiarisation activities using persuasive texts.</p>
<p><b>What is it that makes this piece sit within the higher end of the range of Level 4?</b></p>	<p>The piece shows that:</p> <ul style="list-style-type: none"> <li>• the writing is well structured and the pupil used paragraphs that flow coherently throughout (<b>Requirement 2</b>);</li> <li>• the writing follows the form of a formal persuasive letter and includes the use of persuasive techniques appropriate to the audience (<b>Requirement 3</b>);</li> <li>• the pupil used linking words and varied word order to improve the quality of the sentences (<b>Requirement 4</b>);</li> <li>• the pupil developed each argument (<b>Requirement 2</b>);</li> <li>• the pupil used appropriate grammar and punctuation (<b>Requirement 4</b>); and</li> <li>• the pupil is beginning to maintain a style and flow and has used an accurate vocabulary indicative of the higher end of the range of Level 4 (<b>Requirement 3</b>). (Style is an aspect of Level 5).</li> </ul>
<p><b>What does the pupil need to do to bring this piece into the lower end of the range of Level 5?</b></p>	<p>The pupil needs to:</p> <ul style="list-style-type: none"> <li>• extend the opening statement;</li> <li>• make greater use of precise vocabulary when conveying opinions and reasons for an opinion, for example in paragraph 2 the language could be clearer;</li> <li>• write to match the purpose and audience;</li> <li>• include more extended writing with a sustained style and flow, which is necessary for Level 5; and</li> <li>• use more complex sentence structures, including the use of clauses.</li> </ul>
<p><b>What does the teacher need to teach?</b></p>	<p>The teacher could:</p> <ul style="list-style-type: none"> <li>• teach the skill of redrafting through modelling how to redraft a piece in terms of the use of precise vocabulary, structure and content as opposed to only spelling, grammar and punctuation;</li> <li>• model how to develop complex sentence structure, such as the use of clauses;</li> <li>• model the flow of texts by exposing the pupil to a wider range of Level 5 exemplification;</li> <li>• mark the writing for improvement with specific reference to the use of precise vocabulary; and</li> <li>• enhance the pupil's awareness of audience.</li> </ul>