

Appendix 3

A 4x4 perspective on persuasive writing

This table provides an overview of resources for planning and programming persuasive writing in terms of four types of meaning and four organisational layers.

Metafunction	Whole text	Paragraph/phase	Sentence/clause level	Word level
Language to express ideas <i>Experiential meanings related to field</i>	Ideas unfold as stages to achieve the purpose of text eg position statement – arguments (related to specific discipline) –reinforcement.	Ideas are grouped as phases of the text to meet subject demands eg point –elaboration – evidence – link phases.	<p>Noun groups include classifiers and embedded clauses to describe and classify.</p> <p>Verb groups represent processes relevant to text type ie relating, action, saying.</p> <p>Well-formed adverbials used to specify circumstances.</p>	Technical terms and nominalisation are used for specific disciplines.
Language to connect ideas <i>Logical meanings related to field</i>	Ideas are expanded logically within an analytical framework eg as multiple or contrasting reasons/topics.	Phases of verbal text and image are linked in logical relationships eg time, cause, consequence, elaboration, comparison.	Ideas in groups and clauses combine through expanding and/or projecting to form well-structured simple, compound and complex sentences.	<p>Relating and reporting terms are used to define, classify, show cause/ effect, quote and report.</p> <p>Auxiliary verb forms are used to express tense appropriate to purpose.</p>
Language to interact with others <i>Interpersonal meanings related to tenor</i>	The author takes on an expert role to engage and convince the audience eg by amplifying, justifying, reinforcing.	<p>Claims are supported, justified and reinforced.</p> <p>Expert sources are acknowledged and rebutted.</p>	<p>Modality is used to express objective opinions and recommendations.</p> <p>Sources are quoted and reported using verb groups, phrases and nouns.</p>	<p>Objective evaluative vocabulary (relevance, validity and significance) is used.</p> <p>Grading adjusts the force and focus of core vocabulary.</p>
Language to create cohesive texts <i>Textual meanings related to mode</i>	The text organisation is made clear through layout, previewing and reviewing of content.	<p>Paragraphs with previews are used to predict and organise layers of information.</p> <p>Paragraphs are organised in waves from denser, abstract 'packed' language to specific, concrete 'unpacked' language.</p>	<p>Sentence openers (themes) focus attention on the topic and flow of information.</p> <p>Nominalisation is used to recast processes, qualities and logical relations.</p> <p>Active or passive voice is used to adjust information focus.</p> <p>Participants are tracked through the text using cohesive resources eg reference, substitution and repetition.</p>	<p>Packaging nouns are used to track ideas.</p> <p>Articles and pronouns are used to keep track of participants.</p> <p>Spelling and punctuation are used accurately to assist meaning.</p>