

Paragraphing & Connectives

English

Level 2 Writing

PEEL paragraphs, ordering ideas and linking them · 4 parts · 30 marks

Why paragraphs are worth marks

The Writing mark scheme gives credit for "organising information in a logical sequence with clear paragraphs" and for "using a range of sentence structures and connectives". One solid block of text – or a new paragraph every sentence – loses those marks even if the ideas are good. A safe target: **four or five paragraphs**, each doing one job.

PEEL – one paragraph, one job

P	Point – say the idea in one clear sentence. <i>"The car park is too small for the number of staff."</i>
E	Evidence / Example – a fact, figure, or specific example. <i>"There are 40 spaces for 110 employees, and by 8.45 a.m. it is full."</i>
E	Explain – why it matters / what the effect is. <i>"As a result, staff park on Hill Street, where three cars were damaged last month."</i>
L	Link – back to the purpose, or on to the next point. <i>"This is the first issue the company needs to address."</i>

Part 1 – Put the paragraph in order (4 marks)

These four sentences make one PEEL paragraph from a letter to a council. Number them 1–4 in the correct order and label each P, E, E or L.

Order	PEEL	Sentence
		Consequently, families with pushchairs and older residents with walking frames simply cannot use the pavement safely.
		The pavement on Station Road has become dangerous for pedestrians.
		I would therefore urge the council to make repairing it a priority this year.
		In the stretch outside the post office alone, there are eleven broken slabs and two places where tree roots have lifted the surface by several centimetres.

Part 2 – Choose the connective (8 marks)

Adding: in addition, furthermore, moreover, also | **Contrasting:** however, on the other hand, although, despite this, whereas | **Cause and effect:** as a result, consequently, therefore, because of this | **Sequence:** firstly, secondly, finally, meanwhile | **Example:** for example, for instance, such as | **Summing up:** in conclusion, overall, to sum up

Fill each gap with a connective from a **different** group each time where possible.

1. The café is popular at lunchtime. _____, it is almost empty after 3 p.m.
2. The trainer arrived forty minutes late. _____, the session had to be cut short.
3. Staff have asked for more flexible hours. _____, several have requested the option to work from home.
4. Many local businesses support the scheme, _____ the bakery and the pharmacy.
5. _____, the cost is too high. _____, the timing is wrong.
6. _____ the weather was poor, more than 200 people attended.
7. _____, the event was a success and should be repeated next year.

Part 3 – Break it into paragraphs (6 marks)

This section of an article was written as one block. Mark with // where each new paragraph should start (there should be **four** paragraphs), then add a suitable connective at the start of paragraphs 2, 3 and 4.

Volunteering at the food bank has changed how I see my town. When I started in January, I expected to be handing out tins to people who looked very different from me. On my first shift, I met a nurse, a delivery driver and a retired teacher – people with jobs, homes and families who had simply had a bad month. The work itself is not difficult. Most shifts involve sorting donations, checking dates and packing bags for three, five or seven days. What takes practice is the conversation: learning to chat without prying, and to listen without judging. The hardest part is the numbers. In January we supported 70 households a week; by June it was 118. The donations have not kept pace, and some weeks we run out of basics such as nappies and cooking oil before Friday. If you have two hours a week to spare, the food bank needs you. You will not fix the problem, but you will make a difficult week a little easier for someone who lives a few streets away from you.

Connective for paragraph 2: _____ paragraph 3: _____ paragraph 4: _____

Part 4 – Write a PEEL paragraph (12 marks)

Task: Your manager is considering banning personal phones during working hours. Write **two** PEEL paragraphs (one for each side, or two points on the same side) for a report on the proposal. Label P, E, E and L in the margin. Each paragraph: 60–90 words.

Paragraph 1

Paragraph 2 (start with a contrasting or adding connective)

Paragraphing & Connectives – Answers

Level 2 Writing

Want a tutor to mark your work? Functify Learning runs live 10-week Functional Skills Level 2 English and Maths courses (small groups, mock exam included) and a 5-day self-paced revision course. Start with our free mini mock test at funtifylearning.co.uk.

Part 1

Order	PEEL	Sentence starts...
1	P	"The pavement on Station Road has become dangerous..."
2	E (evidence)	"In the stretch outside the post office alone, there are eleven broken slabs..."
3	E (explain)	"Consequently, families with pushchairs..."
4	L	"I would therefore urge the council..."

Part 2 – suggested answers (accept any connective from the right group)

1. However / On the other hand (contrast)
2. As a result / Consequently (cause and effect)
3. In addition / Furthermore (adding)
4. such as / for example (example)
5. Firstly ... Secondly (sequence)
6. Although / Despite the fact that (contrast – note "Although" needs no comma-splice: "Although the weather was poor, more than...")
7. Overall / In conclusion (summing up)

Part 3

Paragraph breaks before: **"The work itself is not difficult"** (para 2), **"The hardest part is the numbers"** (para 3), **"If you have two hours a week"** (para 4). Each paragraph has a new focus: first impressions → the work → the scale of need → call to action.

Example connectives: para 2 *"In practice, the work itself..."* or *"Fortunately,"*; para 3 *"However, the hardest part..."*; para 4 *"So, if you have two hours..."* or *"Finally,"*. 1 mark per correct break, 1 per suitable connective.

Part 4 – model paragraphs

P A complete ban would reduce interruptions on the shop floor. **E** During last month's audit, supervisors recorded an average of nine personal phone checks per employee per shift, each lasting around a minute. **E** Over a team of twenty, that is roughly three working hours lost every day, and customers are left waiting while staff finish messages. **L** For this reason alone, some restriction is justified.

P However, a total ban would create problems of its own. **E** Several staff are parents or carers who need to be reachable; two colleagues also use their phones for the company's rota app. **E** If phones are locked away, urgent calls will go to the office landline, adding work for reception and delaying messages. **L** A "phones on silent, checked at breaks" policy would achieve most of the benefit without these drawbacks.

Marks per paragraph: 1 for a clear point, 2 for specific evidence, 2 for explanation of effect, 1 for a link. Deduct if the paragraph is one long sentence or has no connective.

Where students lose marks on structure

- Writing the whole answer as one block, or starting a new paragraph for every sentence.
- Using the same connective repeatedly ("Also... Also... Also...").
- Points with no evidence – "The car park is too small" and then moving straight on.