

How to write paragraphs using the PEEL approach

Structuring paragraphs is often the best way to make a quick improvement to your writing. A good paragraph should have a clear main idea or topic, which is distinct from surrounding paragraphs, links to surrounding paragraphs and includes evidence and evaluation.

The PEEL Model:

P for **Point**, ensure you make your point.

E for **Evidence**, present support for your point, remember to include references.

E for **Evaluation**, interpret the evidence, judge the quality or weight of evidence, present alternate viewpoints and limitations to the evidence.

L for **Link**, summarise the point and link it back to your main argument or topic.

Example:

In addition to the incidents in interaction with the public, the police force has been accused of institutional racism with regards to its recruitment and promotion (Yashmin, 2010; Drabble, 2013). For example, minority police officers constitute only 10% of the Metropolitan Police Force (BPA, 2013), whereas over 40% of London's population are from BME backgrounds. Similarly, there are proportionally fewer minority police officers of higher ranks than white officers when compared to those in lower ranks (Yashmin, 2010). Such imbalances were found to occur across the country (Drabble, 2013), although many media reports focused on London (e.g. the Guardian, 2013). This suggests that the police's recruitment and promotion approaches are racially biased. It may also indicate that it is not an attractive profession for young people of ethnic minorities, and a negative workplace once they enter. Therefore, there is evidence to indicate some racial bias within the organisation, although this is disputed by many senior officers.

Your main point may or may not be supported from references, depending on your assignment, point, task and argument (if you have one).

Remember:

- Using **PEEL** is only one approach to writing paragraphs; sometimes you may find that it flows better to reach your point towards the end.
- Use this as a framework, not a cage. The main aim is to communicate clearly, so use this framework to help you do so.
- Start by writing to this pattern strictly, and as you gain in confidence, you can start to move away from it.
- Just make sure that you always have a main point, evidence and critical discussion.

Also:

Consider paragraph points in relation to the main focus or argument of your assignment, and to the purpose of the particular section. For example, if you were

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writing a report on an event that you organised, one section might be on the evaluation of participant feedback.

Within this section, you might have several paragraphs, as follows:

- Feedback on organisation
- Feedback on event content (what happened?)
- Feedback on other issues

You would group the feedback from people who attended the event into these three categories and discuss each one in a separate paragraph.

Common issues with paragraph structure:

- Short, one or two sentence paragraphs
- Page-long paragraphs with no breaks
- Paragraphs which cover several different topics
- Paragraphs with evidence but no clear relationship between the evidence
- Paragraphs which don't link one to the next

Example:

Assignment Title: Analyse, with reference to literature and your experiences, how children's needs may be met in a school setting.

Hypothesis: Ensuring, as a teacher, that the needs of all children in the classroom are being met is a core priority and is dependent on an awareness of special education needs (SEN), English as an additional language (EAL), looked after children and gifted and talented (G&T) children.

Evidence: In fact, The Department for Education and Skills (2001, p.2) makes meeting all these needs a standard by stating that "all children should have access to an appropriate education that affords them the opportunity to achieve their personal potential" (The Department for Education, 2013, p.8) and that therefore, "teachers should set high expectations and suitable challenges for all pupils" (The Department for Education, 2013, p.8).

Understanding: Consequently, all children, irrespective of needs, should receive an education where they are challenged and can make progress.

Commentary (linked to evidence): Children's needs will be met through the flexibility of the teacher, special planning and consideration, allowing all pupils to access the learning in a proactive and positive manner (Rose and Howley, 2007, p10; Department for Education and Skills, 2001, p.3).

Evidence (by example): The 'Every Child Matters' policy sets out five areas in which Ofsted will assess schools to ensure that the needs of every child are met. These form the acronym "SHEEP" which is made up from "stay **S**afe; be **H**ealthy; **E**njoy and achieve; achieve **E**conomic well-being and make a **P**ositive contribution" (Department for Education and Skills, 2003, p.14).

Understanding: An effective learning environment, on this basis, will enable children to feel secure, settled and valued regardless of ability; will encourage the fundamental

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social interactions and friendships that children require (Guardino and Fullerton, 2010); will be active and foster positivity, high level contributions to the learning activities.

Link: The outlined standards and SHEEP model constitute a framework or set of values that should be implemented consistently when developing an approach to inclusion in the classroom.

Paragraph: To practically implement this, a teacher, might consider a number of strategies such as approaches to classroom layout and atmosphere.

[Note: the expectation now is that the next paragraph will deal with classroom layout & atmosphere].

As a fluid paragraph this would read:

Ensuring, as a teacher, that the needs of all children in the classroom are being met is a core priority and is dependent on an awareness of; special education needs (SEN), English as an additional language (EAL), looked after children and gifted and talented (G&T) children. In fact, The Department for Education and Skills (2001, p.2) makes meeting all these needs a standard by stating that "all children should have access to an appropriate education that affords them the opportunity to achieve their personal potential" (The Department for Education, 2013, p.8) and that therefore, "teachers should set high expectations and suitable challenges for all pupils" (The Department for Education, 2013, p.8). Consequently, all children, irrespective of needs, should receive an education where they are challenged and can make progress. Children's needs will be met through the flexibility of the teacher, special planning and consideration, allowing all pupils to access the learning in a proactive and positive manner (Rose and Howley, 2007, p10; Department for Education and Skills, 2001, p.3). The 'Every Child Matters' policy sets out five areas in which Ofsted will assess schools to ensure that the needs of every child are met. These form the acronym "SHEEP" which is made up from "stay **S**afe; be **H**ealthy; **E**njoy and achieve; achieve **E**conomic well-being and make a **P**ositive contribution" (HM Treasury, 2003, p.14). An effective learning environment, on this basis, will enable children to feel secure, settled and valued regardless of ability; will encourage the fundamental social interactions and friendships that children require (Guardino and Fullerton, 2010); will be active and foster positivity, high level contributions to the learning activities. The outlined standards and SHEEP model constitute a framework or set of values that should be implemented consistently when developing an approach to inclusion in the classroom. To practically implement this, a teacher, might consider a number of strategies such as approaches to classroom layout and atmosphere.

Reference List

Department for Education and Skills. (2001) Inclusive Schooling: Children with Special Educational Needs. *Department for Education and Skills*. [online]. Available from: <https://dera.ioe.ac.uk/4552/1/DfES-0774-2001.pdf> [Accessed: 22 January 2020].

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