

Writing to discuss: balanced argument, Newspaper article, Review. –Year 5

Text Structure	Sentences and Grammar	Useful vocabulary	Word Classes	Punctuation
<p>Presents arguments and information from different viewpoints. (For and against)</p> <p>Developed introduction and conclusion.</p> <p>Paragraphs developed with prioritised and logical information to structure arguments.</p> <p>Both viewpoints are transparent for the reader.</p> <p>Present each argument and counter argument in a separate paragraph, which starts with a topic sentence.</p> <p>Emotive language used throughout to engage the reader.</p> <p>Write a conclusion that summarises the argument and provides a reasoned opinion.</p> <p>Audience and purpose: Someone with an interest in the topic. To help the reader understand the issues. Perhaps to help him/her choose a side.</p> <p>Teacher or examiner who wants to know how well you understand the issues. To state all the arguments clearly. To show you understand the issues. If necessary, to justify your opinion.</p>	<p>Variation in sentence structures.</p> <p>Compound sentences used with additional description. Use co-ordinating conjunctions to link two main ideas in a sentence: and, but, so, for, nor, or, yet.</p> <p>Subordinate clauses used. Using subordinating conjunctions in the middle of sentences and to extend sentences: when, if, as, because, while.</p> <p>To use relative clauses to provide supporting detail. The rainforest, which almost covers a third of South America, is in danger.</p> <p>Write in the present tense and the third person.</p> <p>To maintain a formal and impersonal tone throughout. (no contractions used)</p> <p>The use of abstract nouns: truth, answer, justice, possibility, concern, belief, hope, reason, welfare.</p>	<p>It appears to me...</p> <p>Naturally,</p> <p>It is precisely because...</p> <p>Subsequently,</p> <p>Nevertheless,</p> <p>In stark contrast,</p> <p>Contrary to this position...</p> <p>It would seem logical...</p> <p>Let us consider the impact...</p> <p>In conclusion,</p> <p>The evidence presented leads me to conclude...</p>	<p><u>Noun</u> Locate and identify expanded noun phrases. Pronouns used for clarity and cohesion.</p> <p><u>Verbs</u> Use modal verbs to indicate possibility. Prefixes for verbs: dis, de, mis, over, ise, ify.</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Use of conditionals and subordinating conjunctions.</p> <p><u>Tense</u> Correct and consistent use of present tense and present progressive tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials.</p>	<p>Consolidate all previous learning. (Capital letters, full stops, commas in list)</p> <p>Use commas to separate items/ adjectives in a list.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas to mark subordinate clauses and relative clauses including the opening of subordinate clauses and use commas to clarify meaning.</p> <p>To use brackets and dashes for parenthesis including emphasis: This performance –the first by such a young gymnast – was a masterpiece!</p> <p>To use semi-colons to mark related clauses. Some argue...; others say...</p> <p>To use semi-colons and colons to punctuate complex lists.</p>

Use modal verbs and conditionals to convey degrees of probability. For example: it **could** be argued ... Some **might** say

Use adverbials to provide cohesion across the text to keep it balanced. Despite its flaw... On the other hand...

To use expanded noun phrases to describe in detail. For example: The dramatic performance by the amateur group was...

Use adverbials to support the structure of the text – Firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion.

Comma after fronted adverbials.
Adverbials of time, place and manner.



Writing to discuss: balanced argument, Newspaper article, Review. –Year 6

Text Structure	Sentences and Grammar	Useful vocabulary	Word Classes	Punctuation
<p>Presents arguments and information from different viewpoints. (For and against)</p> <p>Developed introduction and conclusion.</p> <p>Paragraphs developed with prioritised and logical information to structure arguments.</p> <p>Both viewpoints are transparent for the reader.</p> <p>Present each argument and counter argument in a separate paragraph, which starts with a topic sentence.</p> <p>The writer understands the impact or the emotive language used and thinks about the response.</p> <p>Write a conclusion that summarises the argument and provides a reasoned opinion.</p> <p>Audience and purpose: Someone with an interest in the topic. To help the reader understand the issues. Perhaps to help him/her choose a side.</p> <p>Teacher or examiner who wants to know how well you understand the issues. To state all the arguments clearly. To show</p>	<p>Variation in sentence structures.</p> <p>Compound sentences used with additional description. Use co-ordinating conjunctions to link two main ideas in a sentence: and, but, so, for, nor, or, yet.</p> <p>Subordinate clauses used. Using subordinating conjunctions in the middle of sentences and to extend sentences: when, if, as, because, while.</p> <p>To use relative clauses to provide supporting detail. The rainforest, which almost covers a third of South America, is in danger.</p> <p>Write in the present tense and the third person.</p> <p>To use the passive voice to maintain an impersonal tone. For example: The film was made using CGI graphics.</p> <p>Verb forms are controlled and precise. For example: it will be a</p>	<p>I will present...</p> <p>Following that I will...</p> <p>One argument for that is...</p> <p>Fundamentally flawed...</p> <p>An easy answer that avoids...</p> <p>I would counter this view...</p> <p>It seems plausible...</p> <p>Moreover,</p> <p>The evidence I would use to support this is...</p> <p>Finally I would like to add...</p>	<p><u>Noun</u> Locate and identify expanded noun phrases. Pronouns used for clarity and cohesion.</p> <p><u>Verbs</u> Use modal verbs to indicate possibility. Prefixes for verbs: dis, de, mis, over, ise, ify.</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Use of conditionals and subordinating conjunctions.</p> <p><u>Tense</u> Correct and consistent use of present tense and present progressive tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials.</p>	<p>Consolidate all previous learning. (Capital letters, full stops, commas in list)</p> <p>Use commas to separate items/ adjectives in a list.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas to mark subordinate clauses and relative clauses including the opening of subordinate clauses and use commas to clarify meaning.</p> <p>To use brackets and dashes for parenthesis including emphasis: This performance –the first by such a young gymnast – was a masterpiece!</p> <p>To use semi-colons to mark related clauses. Some argue...; others say...</p> <p>To use semi-colons and colons to punctuate complex lists.</p>

you understand the issues. If necessary, to justify your opinion.

global crisis if people do not take a stand against...

To maintain a formal and impersonal tone throughout. (no contractions used)

The use of abstract nouns: truth, answer, justice, possibility, concern, belief, hope, reason, welfare.

Use modal verbs and conditionals to convey degrees of probability. For example: it **could** be argued ... Some **might** say Use adverbials to provide cohesion across the text to keep it balanced. Despite its flaw... On the other hand...

To use expanded noun phrases to describe in detail. For example: The dramatic performance by the amateur group was...

Use adverbials to support the structure of the text – Firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion.

It is my conviction...

Comma after fronted adverbials. Adverbials of time, place and manner.