

Balanced Arguments

Year 5

| Text Structure | Sentence Level | Useful Vocabulary | Word Classes | Punctuation |
|---|---|---|---|--|
| <p>Developed introduction and conclusion.</p> <p>Devices used to build cohesion within a paragraph (e.g. then, after, that, this, firstly)</p> <p>Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p> <p>Both viewpoints are transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p> | <p>Sentence length varied. Use relative clauses beginning with who, which, where, why or whose</p> <p>Indicate degree of possibility using adverbs e.g. perhaps, surely</p> <p>Wide range of subordinate conjunctions eg. Whilst, until, despite.</p> <p>Persuasive statements are used to change the reader's opinion. Eg. You will never need to...</p> | <p>It strikes me that...</p> <p>My intention is to...</p> <p>To do this, I will...</p> <p>As I see it...</p> <p>It appears to me...</p> <p>Naturally...</p> <p>It is precisely because...</p> <p>Subsequently...</p> <p>Nevertheless...</p> <p>In contrast...</p> <p>Contrary to this...</p> <p>Let us consider the impact...</p> | <p><u>Noun</u> Locate and identify expanded noun phrases. Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify</p> <p><u>Verbs</u> Use modal verbs e.g. might, should, will, must. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> Use a wide range of conjunctions.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials used with commas.</p> | <p>Consolidate all previous learning.</p> <p>Consider parenthesis; Brackets Dashes Commas</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> |

Year 6

Balanced Arguments

| Text Structure | Sentence Level | Useful Vocabulary | Word Classes | Punctuation |
|---|--|---|---|--|
| <p>Arguments are well constructed that answer the reader's Questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Link ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials) and elision.</p> | <p>Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action.</p> <p>Modifiers are used to intensify/qualify.</p> <p>Fronted adverbials used to clarify writer's position eg. As a consequence of your actions...</p> <p>Expanded noun phrases to convey complicated information concisely.</p> <p>Use of the passive voice.</p> | <p>I will present....</p> <p>Following that, I will...</p> <p>One argument for this is that...</p> <p>...fundamentally flawed....</p> <p>....an easy answer that avoids...</p> <p>I would counter this view...</p> <p>It seems plausible to...</p> <p>Moreover,...</p> <p>In point of fact...</p> <p>The evidence I would use to support this is....</p> <p>Finally, I would like to add...</p> | <p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert nouns in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriately</p> <p><u>Conjunctions</u> Use a wide range of conjunctions.</p> <p><u>Tense</u> Change tense according to feature of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p> | <p>Use a wide range of punctuation throughout.</p> <p>How hyphens can be used to avoid ambiguity.</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses.</p> |

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