

Balanced Argument – Purpose: Speech, Essay, Letter

Year	EYF S	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure		Ideas are grouped together for similarity. Writes in first person.	Brief introduction and conclusion. Written with an impersonal style Main ideas organised in groups.	Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organise texts.	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences	Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both view points are transparent for reader. Emotive language used throughout to engage the reader.	Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.
Sentence		Simple connectives are used to construct simple sentences e.g. and, but, then, so.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, last week Use simple noun phrases e.g. angry mum Uses rhetorical questions. Uses ambitious adjectives to grab the reader's attention.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs could/might Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. Start sentences with verbs e.g. imagine, consider, enjoy.	Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The angry mob, who had broken the barricade... Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. Have you ever considered the impact of...?	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.	Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against... Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions... Complex noun phrases used to add detail e.g. the phenomenal impact of



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						Persuasive statements are used to change the reader's opinion. E.g. you will never need to...	using showers instead of baths... Prepositional phrases used cleverly. e.g. In the event of a blackout...
Useful Vocabulary		but because some people like... some people feel... some people believe... other people like... other people feel... other people believe...	I am going to... In fact... It seems... To sum this up... The opposite view of this is... Not everyone agrees with this...	I will begin by... Maybe... Firstly... Many people are concerned that... I wonder... Sometimes It could be argued that... Therefore... My overall feeling/opinion is... An example of this is... It is clear that...	This piece of writing will... ...feel convinced... I intend to... On the other hand... In addition... It is surprising that... On balance... Finally I would like to add... My next point concerns... Furthermore Having looked at both sides, I think...because... Having considered the arguments for and against... Whilst...	It strikes me that... My intention is to... To do this I will... As I see it... It appears to me... Naturally... It is precisely because... Subsequently... Doubtless... Nevertheless... In stark contrast... Contrary to this position... It would seem logical... Let us consider the impact... In conclusion... The evidence presented leads me to conclude...	I will present... Following that I will... One argument for this is that... ...fundamentally flawed... ...an easy answer that avoids... I would counter this view... It seems plausible to... Moreover... In point of fact... The evidence I would use to support this is... It surprises me that... It is my conviction... Finally I would like to add... Even though there has been a long history of activists...
Word Classes		Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular.	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the'	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.



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		<p>Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'.</p>	<p>Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.</p>	<p>Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>
Punctuation		<p>Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions</p>	<p>Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns.</p>	<p>Introduce possessive apostrophes for plural nouns. Introduce inverted commas.</p>	<p>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>	<p>Consolidate all previous learning. Brackets Dashes Colons Semi colons</p>	<p>Use a wide range of punctuation throughout the writing.</p>



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			Commas to separate items in lists.				
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