

# PROGRESSION OF GENRE FEATURES

# BALANCED ARGUMENT

Purpose: Speech, Essay, Letter



	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<b>YEAR 1</b>	<ul style="list-style-type: none"> <li>Ideas are grouped together for similarity.</li> <li>Writes in first person.</li> </ul>	<ul style="list-style-type: none"> <li>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</li> </ul>	<ul style="list-style-type: none"> <li>but</li> <li>because</li> <li>some people like...</li> <li>some people feel...</li> <li>some people believe...</li> <li>other people like...</li> <li>other people feel...</li> <li>other people believe...</li> </ul>	<p><u>Noun</u></p> <ul style="list-style-type: none"> <li>What a noun is.</li> <li>Regular plural nouns with 'er'</li> </ul> <p><u>Verbs</u></p> <ul style="list-style-type: none"> <li>Third person, first person singular.</li> <li>Ending added to verbs where there is change to root.</li> <li>Simple past tense 'ed'</li> </ul> <p><u>Adjectives</u></p> <ul style="list-style-type: none"> <li>Add 'er' and 'est' to adjectives where no change is needed to root word.</li> </ul> <p><u>Connectives/conjunctions</u></p> <ul style="list-style-type: none"> <li>Join words and sentences using and/then.</li> </ul> <p><u>Tense</u></p> <ul style="list-style-type: none"> <li>Simple past tense 'ed'.</li> </ul>	<ul style="list-style-type: none"> <li>Use spaces to separate words.</li> <li>Begin to use full stops.</li> <li>Begin to use exclamation marks.</li> <li>Capital letters for start of sentence, names, personal pronouns.</li> <li>Read words with contractions</li> </ul>

**YEAR 2**

	<b>Text Structure</b>	<b>Sentence</b>	<b>Useful Vocabulary</b>	<b>Word Classes</b>	<b>Punctuation</b>
	<ul style="list-style-type: none"> <li>Brief introduction and conclusion.</li> <li>Written with an impersonal style</li> <li>Main ideas organised in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Subject/verb sentences</li> <li>e.g. He was...</li> <li>They were...</li> <li>It happened...</li> <li>Some modal verbs introduced</li> <li>e.g. would, could, should.</li> <li>Use simple adverbs</li> <li>e.g. yesterday, last week</li> <li>Use simple noun phrases e.g. angry mum</li> <li>Uses rhetorical questions.</li> <li>Uses ambitious adjectives to grab the reader's attention.</li> </ul>	<ul style="list-style-type: none"> <li>I am going to...</li> <li>In fact...</li> <li>It seems...</li> <li>To sum this up...</li> <li>The opposite view of this is...</li> <li>Not everyone agrees with this...</li> </ul>	<p><u>Noun</u></p> <ul style="list-style-type: none"> <li>Form nouns using suffixes and compounding.</li> <li>Expanded noun phrases for description.</li> <li>Add 'es' to nouns.</li> </ul> <p><u>Verbs</u></p> <ul style="list-style-type: none"> <li>Progressive form of verbs in the past and present tense.</li> <li>Add 'es', 'ed' and 'ing' to verbs.</li> </ul> <p><u>Adjectives</u></p> <ul style="list-style-type: none"> <li>Add 'er' and 'est' to adjectives where no change is needed to root word.</li> </ul> <p><u>Connectives/conjunctions</u></p> <ul style="list-style-type: none"> <li>Subordination – when, if, that, because</li> <li>coordination – or, and, but.</li> </ul> <p><u>Tense</u></p> <ul style="list-style-type: none"> <li>Correct and consistent use of past and present tense.</li> </ul> <p><u>Adverbs</u></p> <ul style="list-style-type: none"> <li>'ly' added to adjective to form adverb.</li> </ul>	<ul style="list-style-type: none"> <li>Use spaces that reflect the size of the letters.</li> <li>Use full stops correctly.</li> <li>Use question marks correctly.</li> <li>Use exclamation marks correctly.</li> <li>Use capital letters correctly.</li> <li>Apostrophes for contractions.</li> <li>Possessive apostrophes for singular nouns.</li> <li>Commas to separate items in lists.</li> </ul>

YEAR 3	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
	<ul style="list-style-type: none"> <li>• Clear introduction.</li> <li>• Points about subject/issue</li> <li>• Organised into paragraphs</li> <li>• Sub-heading used to organise texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple sentences with extra description.</li> <li>• Some complex sentences using when, if, as etc.</li> <li>• Tense consistent e.g. modal verbs could/might</li> <li>• Adverbials</li> <li>• e.g. When they have a problem, we played after tea.</li> <li>• It was scary in the tunnel.</li> <li>• Start sentences with verbs e.g. imagine, consider, enjoy.</li> </ul>	<ul style="list-style-type: none"> <li>• I will begin by...</li> <li>• Maybe...</li> <li>• Firstly...</li> <li>• Many people are concerned that...</li> <li>• I wonder...</li> <li>• Sometimes</li> <li>• It could be argued that...</li> <li>• Therefore...</li> <li>• My overall feeling/opinion is...</li> <li>• An example of this is....</li> <li>• It is clear that...</li> </ul>	<p><u>Noun</u></p> <ul style="list-style-type: none"> <li>• Form nouns using prefixes.</li> <li>• Nouns and pronouns used to avoid repetition.</li> </ul> <p><u>Verbs</u></p> <ul style="list-style-type: none"> <li>• Present perfect forms of verbs instead of 'the'</li> </ul> <p><u>Adjectives</u></p> <ul style="list-style-type: none"> <li>• Choose appropriate adjectives.</li> </ul> <p><u>Connectives/conjunctions</u></p> <ul style="list-style-type: none"> <li>• Express time and cause (when, so, before, after, while, because)</li> </ul> <p><u>Tense</u></p> <ul style="list-style-type: none"> <li>• Correct and consistent use of past and present tense.</li> </ul> <p><u>Adverbs</u></p> <ul style="list-style-type: none"> <li>• Introduce/revise adverbs.</li> <li>• Express time and cause; then, next, soon.</li> </ul>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>

# YEAR 4

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<ul style="list-style-type: none"> <li>• Clear introduction and conclusion.</li> <li>• Links between key ideas in the letter.</li> <li>• Paragraphs organised correctly into key ideas.</li> <li>• Subheading</li> <li>• Topic sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Variation in sentence structures e.g. While we were at the park...</li> <li>• As we arrived...</li> <li>• Use embedded/relative clauses e.g. Mrs Holt, who was very angry...</li> <li>• The angry mob, who had broken the barricade...</li> <li>• Include adverbs to show how often e.g. additionally, frequently, rarely.</li> <li>• More complicated rhetorical questions</li> <li>• e.g. Have you ever considered the impact of...?</li> </ul>	<ul style="list-style-type: none"> <li>• This piece of writing will...</li> <li>• ...feel convinced...</li> <li>• I intend to...</li> <li>• On the other hand...</li> <li>• In addition...</li> <li>• It is surprising that...</li> <li>• On balance...</li> <li>• Finally I would like to add...</li> <li>• My next point concerns...</li> <li>• Furthermore</li> <li>• Having looked at both sides, I think...because...</li> <li>• Having considered the arguments for and against...</li> <li>• Whilst...</li> </ul>	<p><u>Noun</u></p> <ul style="list-style-type: none"> <li>• Nouns and pronouns used for clarity and cohesion.</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</li> </ul> <p><u>Verbs</u></p> <ul style="list-style-type: none"> <li>• Standard English forms for verbs.</li> </ul> <p><u>Adjectives</u></p> <ul style="list-style-type: none"> <li>• Choose appropriate adjectives</li> </ul> <p><u>Connectives/conjunctions</u></p> <ul style="list-style-type: none"> <li>• Use a wide range of connectives.</li> </ul> <p><u>Tense</u></p> <ul style="list-style-type: none"> <li>• Correct use of past and present tense.</li> </ul> <p><u>Adverbs</u></p> <ul style="list-style-type: none"> <li>• Know what an adverbial phrase is.</li> <li>• Fronted adverbials</li> <li>• Comma after fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>• Apostrophe to mark singular and plural possession.</li> <li>• Commas after fronted adverbials.</li> <li>• Use inverted commas and other punctuation to indicate direct speech.</li> </ul>

**YEAR 5**

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<ul style="list-style-type: none"> <li>• Developed introduction and conclusion using all the argument or leaflet layout features.</li> <li>• Paragraphs developed with prioritised information.</li> <li>• Both view points are transparent for reader.</li> <li>• Emotive language used throughout to engage the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence length varied e.g short/long.</li> <li>• Active and passive voice used deliberately to heighten engagement.</li> <li>• e.g. the café chairs were broken.</li> <li>• Wide range of subordinate connectives</li> <li>• e.g. whilst, until, despite.</li> <li>• Complex sentences that use well known economic expression.</li> <li>• e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</li> <li>• Persuasive statements are used to change the reader’s opinion. E.g. you will never need to...</li> </ul>	<ul style="list-style-type: none"> <li>• It strikes me that...</li> <li>• My intention is to...</li> <li>• To do this I will...</li> <li>• As I see it...</li> <li>• It appears to me...</li> <li>• Naturally...</li> <li>• It is precisely because....</li> <li>• Subsequently...</li> <li>• Doubtless...</li> <li>• Nevertheless...</li> <li>• In stark contrast...</li> <li>• Contrary to this position...</li> <li>• It would seem logical...</li> <li>• Let us consider the impact...</li> <li>• In conclusion...</li> <li>• The evidence presented leads me to conclude...</li> </ul>	<p><u>Noun</u></p> <ul style="list-style-type: none"> <li>• Locate and identify expanded noun phrases.</li> </ul> <p><u>Verbs</u></p> <ul style="list-style-type: none"> <li>• Use modal verbs.</li> <li>• Prefixes for verbs; dis, de, mis, over, ise, ify.</li> <li>• Convert adjectives in verbs using suffixes; ate, ise, ify.</li> </ul> <p><u>Adjectives</u></p> <ul style="list-style-type: none"> <li>• Choose appropriate adjectives</li> </ul> <p><u>Connectives/conjunctions</u></p> <ul style="list-style-type: none"> <li>• Use a wide range of connectives.</li> </ul> <p><u>Tense</u></p> <ul style="list-style-type: none"> <li>• Change tense according to features of the genre.</li> </ul> <p><u>Adverbs</u></p> <ul style="list-style-type: none"> <li>• Know what an adverbial phrase is.</li> </ul> <p><u>Fronted adverbials</u></p> <ul style="list-style-type: none"> <li>• Comma after fronted adverbials.</li> <li>• Adverbials of time, place and number.</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate all previous learning.</li> <li>• Brackets</li> <li>• Dashes</li> <li>• Colons</li> <li>• Semi colons</li> </ul>

**YEAR 6**

	<b>Text Structure</b>	<b>Sentence</b>	<b>Useful Vocabulary</b>	<b>Word Classes</b>	<b>Punctuation</b>
	<ul style="list-style-type: none"> <li>Arguments are well constructed that answer the reader's questions.</li> <li>The writer understands the impact or the emotive language and thinks about the response.</li> <li>Information is prioritised according to the writer's point of view.</li> </ul>	<ul style="list-style-type: none"> <li>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</li> <li>Modifiers are used to intensify or qualify</li> <li>e.g. insignificant amount, exceptionally</li> <li>Sentence length and type varied according to purpose.</li> <li>Fronted adverbials used to clarify writer's position</li> <li>e.g. As a consequence of your actions...</li> <li>Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...</li> <li>Prepositional phrases used cleverly.</li> <li>e.g. In the event of a blackout...</li> </ul>	<ul style="list-style-type: none"> <li>I will present..</li> <li>Following that I will...</li> <li>One argument for this is that...</li> <li>...fundamentally flawed...</li> <li>...an easy answer that avoids...</li> <li>I would counter this view....</li> <li>It seems plausible to...</li> <li>Moreover...</li> <li>In point of fact...</li> <li>The evidence I would use to support this is...</li> <li>It surprises me that...</li> <li>It is my conviction...</li> <li>Finally I would like to add...</li> <li>Even though there has been a long history of activists...</li> </ul>	<p><u>Noun</u></p> <ul style="list-style-type: none"> <li>Expanded noun phrases to convey complicated information concisely.</li> </ul> <p><u>Verbs</u></p> <ul style="list-style-type: none"> <li>Use modal verbs.</li> <li>Prefixes for verbs; dis, de, mis, over, ise, ify.</li> <li>Convert adjectives in verbs using suffixes; ate, ise, ify.</li> </ul> <p><u>Adjectives</u></p> <ul style="list-style-type: none"> <li>Choose appropriate adjectives</li> </ul> <p><u>Connectives/conjunctions</u></p> <ul style="list-style-type: none"> <li>Use a wide range of connectives.</li> </ul> <p><u>Tense</u></p> <ul style="list-style-type: none"> <li>Change tense according to features of the genre.</li> </ul> <p><u>Adverbs</u></p> <ul style="list-style-type: none"> <li>Link ideas across a text using cohesive devices such as adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of punctuation throughout the writing.</li> </ul>