Progression Document: Balanced Argument

Purpose: To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples.

Features of a Balanced argument text

*Non-Fiction Texts produced by the National Strategies

Generic text structure	Grammatical features	Planning and preparation
- The most common structure includes: - a statement of the issues involved and a preview of the main arguments; - arguments for, with supporting evidence/examples; - arguments against or alternative views, with supporting evidence/examples. - Another common structure presents the arguments 'for' and 'against' alternatively. - Discussion texts usually end with a summary and a statement of recommendation or conclusion. - The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided	- Written in the present tense. - This can include other forms such as present perfect e.g. some people have argued…some people have said… - Generalises the participants and things it refers to using uncountable noun phrases (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power). - Heading and subheadings can be used to aid presentation. - Paragraphs are useful for organising the discussion into logical sections. - Uses adverbials e.g. therefore, however to create cohesion within and across paragraphs. - Writers need to make formal and informal vocabulary choices to suit the form of the writing by making generic statements followed by specific examples e.g. Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that ... - Layout devices such as diagrams, illustrations, moving images and sound can be used to provide additional information or give evidence - The passive voice can sometimes be used to present points of view e.g. It could be claimed that…it is possible that…some could claim that… - Degrees of formality and informality can be adapted to suit the form of the discussion e.g. whether writing a formal letter on an informal blog. - This can include vocabulary choices e.g. choosing habitat rather than home…indicates rather than shows - Because arguments include hypothetical ideas, conditional language, such as the subjunctive form can sometimes be used e.g. If people were to stop hunting whales… - In discussions, complex ideas need developing over a sentence. - Colons and semi-colons can be useful for separating and linking these ideas.	- Questions often make good titles e.g. Should everyone travel less to conserve global energy? - Use the introduction to show why you are debating the issue e.g. There is always a lot of disagreement about x and people's views vary a lot. • Make sure you show both/all sides of the argument fairly. - Support each viewpoint you present with reasons and evidence. - If you opt to support one particular view in the conclusion, give reasons for your decision. Don't forget that discussion texts can be combined with other text types depending on your - Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information - Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose.

Progression by year group

*Jane Considine text progression document

Year 1

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation
● Ideas are grouped together for similarity. ● Writes in first person.	● Simple connectives are used to construct simple sentences e.g. and, but, then, so.	but because some people like… some people feel… some people believe… other people like… other people feel… other people believe…	**Noun** What a noun is. Regular plural nouns with 'er' **Verbs** Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' **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'.	● Use spaces to separate words. ● Begin to use full stops. ● Begin to use exclamation marks. ● Capital letters for start of sentence, names, personal pronouns. ● Read words with contractions.

Year 2

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
● Brief introduction and conclusion. ● Written with an impersonal style ● Main ideas organised in groups.	● 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.	I am going to… In fact… It seems… To sum this up… The opposite view of this is… Not everyone agrees with this…	**Noun** Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. **Verbs** 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.	● 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. ● Commas to separate items in lists.

Year 3

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
● Clear introduction. ● Points about subject/issue ● Organised into paragraphs ● Sub-heading used to organise texts.	● 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.	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…	**Noun** Form nouns using prefixes. Nouns and pronouns used to avoid repetition. **Verbs** Present perfect forms of verbs instead of 'the' **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.	● Introduce possessive apostrophes for plural nouns. ● Introduce inverted commas.

Year 4

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
- Clear introduction and conclusion. - Links between key ideas in the letter. - Paragraphs organised correctly into key ideas. - Subheading Topic sentences	- 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…?	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…	**Noun** Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. **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.	- Apostrophe to mark singular and plural possession. - Commas after fronted adverbials. - Use inverted commas and other punctuation to indicate direct speech

Year 5

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
● 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	● 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. ● Persuasive statements are used to change the reader's opinion. E.g. you will never need to…	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…	**Noun** Locate and identify expanded noun phrases. **Verbs** Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. 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.	● Consolidate all previous learning. ● Brackets ● Dashes ● Colons ● Semi colons

Year 6

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
● 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.	● 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 using showers instead of baths… ● Prepositional phrases used cleverly. e.g. In the event of a blackout…	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…	**Noun** Expanded noun phrases to convey complicated information concisely. **Verbs** Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. 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.	● Use a wide range of punctuation throughout the writing.