Writing to Discuss

Year 5 Writing to Discuss	
Text Types	**Text Structure**
Balanced Argument Review News Article	Introduction should engage the reader Middle sections should use paragraphs with topic sentences and share a balanced view Ending should create a round the piece off and create a sense of completion
Sentences	
Use subordinating conjunctions in varied positions • Because of its integral role in reducing carbon, plankton must be protected. • Penguins, if the sea ice melts, will not have enough food. Use adverbials to create cohesion across and within sentences. • Despite, conservationists best efforts, big cat numbers are still in decline. • As a result of deforestation, Orangutan's natural habitats are being destroyed. • On the other hand, there are advantages to zoos. Use modal verbs to convey degrees of probability, • It could be argued… Some might say… Use relative clauses to provide supporting detail	Use synonyms to avoid repetition (the artful synonym) • Crocodiles are reptiles… . These cold-blooded creatures… Make effective use of appositives to add detail about nouns • New York City, the largest city in the United States, is a major tourist attraction. • A devoted Christian, Alfred vowed to repel the Viking hoards. • Fast-moving and agile, mongooses are experts at catching small prey. Adverbials However, furthermore, therefore, despite, nevertheless, in conclusion, consequently, for example.

• The rainforest, which covers almost a third of South America... Vary sentence lengths for purpose
• Long sentences to enhance information; short sentences for impact.

Grammar -word	Grammar – Sentence
Nouns/ adjective to verbs Converting nouns or adjectives into verbs using suffixes [for example –ate; -ise; -ify] **Verb prefixes** Verb prefixes [for example dis-, de-, mis-, over-, and re-) **Synonyms and Antonyms** How words are related by meaning as synonyms and antonyms [for example, big, large, little] **Tenses –simple, perfect and progressive** Use verb tenses consistently and correctly throughout their writing. (*simple, perfect, continuous* (also known as *progressive*), and *perfect continuous.* The perfect aspect is formed using the verb *to have*, while the continuous aspect is formed using the verb *to be.***)**	**Relative clause** Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun **Adverbs and modal Verbs** Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] **Passive and active voice** Use of the passive voice to affect the presentation of information in a sentence [for example, I broke the window in the green house vs The window in the greenhouse was broken(by me)]
Sentences	Punctuation
Devices Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] **Linking paragraphs**	**Parenthesis** Brackets, dashes or commas to indicate parenthesis **Comma** Use of commas to clarify meaning or avoid ambiguity

Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	**Colon** Use of a colon to introduce a list and use of semi-colons within lists **Bullet Points** Punctuation of bullet points to list information
Terminology	**Prior Learning**
modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity Subject Object Passive Active Past simple Past perfect Past progressive Present progressive	Noun Adjective Verb Prefix Relative pronoun Model verbs Adverbs Determiners

Year 6 Writing to Discuss	
Text Types	Text Structure

Balenced Argument Review News Article	Introduction should engage the reader Middle sections should use paragraphs with topic sentences and share a balanced view Ending should create a round the piece off and create a sense of completion
Text	
Informal and formal vocabulary The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] **Subjunctive** Recognise vocabulary that is appropriate for forma speech and writing including subjunctive mood	**Informal and formal structures** The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags e.g. He's your friend, isn't he? **Subjunctive Structures** Or the use of the subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
Text	**Punctuation**
Linking paragraphs Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis **Devices** Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	**Semi Colon** Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] **Hyphens** How hyphens can be used to avoid ambiguity [for example man eating shark versus man-eating shark, or recover versus re-cover

Terminology	Prior Learning
Subjunctive ellipsis hyphen semi-colon bullet points Formal Informal	Synonyms Antonyms Passive Semi colon Colon Object Subject Passive Past progressive Past perfect Past simple Present progressive