

Discussion

	Composition and Effect	Text structure and organisation	Grammar	Punctuation	Sentence Structure	Sentence starters
1	<ul style="list-style-type: none"> -Through talk and role play explore how others might think, feel and react differently from themselves and from each other -Explore different views and viewpoints -Write a sentence in support of something and one against the same thing recognising that both are 'right' dependent upon viewpoint 	<ul style="list-style-type: none"> -Give oral explanations of their and another's preference eg what they like to eat and why -Simple overall text structure includes brief introduction stating issue, points of view and concluding sentence -Some division between sections indicated eg paragraphs 	<ul style="list-style-type: none"> -Present tense 	-	<ul style="list-style-type: none"> -Write a simple sentence -Expand and develop simple sentences by adding: an adverbial phrase, a noun phrase, a prepositional phrase 	<ul style="list-style-type: none"> -Start sentences with the subject -To avoid repetition, start with a personal pronoun (I, he, she, they, it, we)
2	<ul style="list-style-type: none"> -Explore different views and viewpoints -Write sentences in support of something and one against the same thing recognising that both are 'right' dependent upon viewpoint 	<ul style="list-style-type: none"> -Simple overall text structure includes brief introduction stating issue, points of view and concluding sentence -Some division between sections included eg paragraphs 	<ul style="list-style-type: none"> -Imperative verbs -Comparative and superlative adjectives -Statements 	-	<ul style="list-style-type: none"> -Write statements, questions, exclamations, commands -Change one type of sentence to form another eg statement to question -Write a compound sentence using a coordinating conjunction -Use correlative conjunctions to create a sentence 	<ul style="list-style-type: none"> -Start sentence with an adverb (usually a 'ly' word) -Start a sentence with an adverb: earlier, later, recently etc -Start a sentence with an adverb that describes how often: once, annually, daily, never
3	<ul style="list-style-type: none"> -Write sentences in support of something and against the same thing recognising that both are 'right' dependent upon viewpoint -Simple viewpoints are presented although coverage may not be balanced -Selection of information is relevant and given in each section of the discussion -Simple description and detail add interest in each section 	<ul style="list-style-type: none"> -Simple overall text structure includes brief introduction stating issue, points of view and concluding sentence -Some division between sections indicated eg paragraphs -Within sections pronoun reference or vocabulary choices generally maintain links between ideas -Clear opening and closing statements -Each point for the argument in separate paragraphs 	<ul style="list-style-type: none"> -Third person 	-	<ul style="list-style-type: none"> -Write sentences using repetition for effect and persuasion -Identify and write complex sentences using subordinate conjunctions -Write 'drop in' clauses (relative clauses): which, who, where and what 	<ul style="list-style-type: none"> -Start with a prepositional phrase: above, below, underneath -Start a sentence with two 'ly' adverbs
4	<ul style="list-style-type: none"> -Simple viewpoints are presented although coverage may not be balanced -Selection of information is relevant and given in each section of the discussion -Simple description and detail add interest in each section -Coverage is balanced, viewpoints are established and maintained in different sections -Simple reflective comments, observations and detail add interest 	<ul style="list-style-type: none"> -Within sections, pronoun reference or vocabulary choices generally maintain link between ideas -Clear opening and closing statements -Each point for the argument in separate paragraphs -Sections or paragraphs are clearly identifiable with some attempts at creating transitions between them 	<ul style="list-style-type: none"> -Formal language (and differences to informal language) 	-	<ul style="list-style-type: none"> -Manipulate complex sentences to show that the subordinate clause can move around the sentence -To include an 'ing' clause 	<ul style="list-style-type: none"> -Start a sentence with an 'ing' verb -Start a sentence with a simile -Start a sentence with an 'ed' word
5	<ul style="list-style-type: none"> -Simple description and detail add interest in each section -Coverage is balanced, viewpoints are established and maintained in different sections -Simple reflective comments, observations and detail add interest -Simple evidence, to support each point of view, is given on some occasions 	<ul style="list-style-type: none"> -Clear opening and closing statements -Each point for the argument in separate paragraphs -Sections or paragraphs are clearly identifiable with some attempts at creating transitions between them -Wide range of connective devices to structure argument in sentences and link paragraphs 	<ul style="list-style-type: none"> -Rhetorical questions 	-	<ul style="list-style-type: none"> -Use two coordinating conjunctions with three main clauses -Use a coordinating and subordinate conjunction with two main and one subordinate clause -Edit sentences by either shortening or lengthening 	<ul style="list-style-type: none"> -Start a sentence with an 'ed' expanded clause
6	<ul style="list-style-type: none"> -Simple evidence to support each point of 	<ul style="list-style-type: none"> -Use a wide range of connective devices to 	<ul style="list-style-type: none"> -Exemplification connectives 	-	<ul style="list-style-type: none"> -Active and passive sentences 	<ul style="list-style-type: none"> -Start a sentence with a

<p>view is given</p> <ul style="list-style-type: none"> -Stylistic devices are used to support argument eg use of rhetorical questions -Content is adapted and shaped for effect eg use of mini-interviews with people who are for or against the issue and who provide supporting evidence -Different styles are adopted appropriate to context eg use of passive mood to lend an air of impartiality ie animals are being hunted to the point of extinction -Lively opening and ending, detailed descriptions or comments manipulated to achieve particular effects and maintain reader's interests -Vocabulary carefully chosen to enhance writing and provide detail 	<p>structure argument in sentences and link paragraphs</p> <ul style="list-style-type: none"> -Opening statement states issue and its importance -Each point for and against argument is contained in a paragraph with evidence -Each paragraph contains mini one-to-one debates -Concluding paragraph contains recommended course of action / solution 	<ul style="list-style-type: none"> -Comparing and contrasting connectives -Results connectives -Order of sequence connectives -Causal connectives 		<p><i>-A sentence that lists three actions with the final two clauses separated by a conjunction</i></p>	<p><i>subordinate conjunction</i></p>
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