



Non-Fiction Writing Progression - Discussion

Discussion texts are not limited to controversial issues but opposing views are generally used to teach this text type as this makes it easier to teach children how to present different viewpoints and provide evidence for them. Discussions contrast with persuasion texts which generally only develop one viewpoint and may present a biased view, often the writer's own. Like all text types, discussion texts vary widely and elements of discussion writing are often found within other text types.

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.		Examples of text types: -Write-up a debate -Leaflet or article giving balanced account of an issue -Newspaper report giving both sides to an issue -Writing letters about an issue -Review of a film or event which explores differing viewpoints	
Audience: Someone who needs to (or should) understand both sides of an argument or debate.			
Generic Structure: -A statement of the issues involved and a preview of the main arguments. -Arguments for, with supporting evidence/examples followed by arguments against or alternative views, with supporting evidence/examples. (Another common structure presents the arguments 'for' and 'against' alternatively.) -A summary and a statement of recommendation or conclusion which may develop one particular viewpoint using reasoned judgements based on the evidence provided.		Knowledge for the writer: -Include a title which clearly shows the issue being discussed - questions often make good <i>titles e.g. Should everyone travel less to conserve global energy?</i> -Use the introduction to introduce the issue and why it is being debated <i>e.g. There is always a lot of disagreement about x and people's views vary a lot.</i> -Show both sides of the argument fairly. -Support each viewpoint with reasons and evidence. -If one particular view is supported in the conclusion, give reasons for this decision. -Discussion texts can be adapted or combined with other text types to make them work effectively for the audience and purpose.	
Genre progression		Grammatical features	
EYFS (Orally and in simple sentences)			
-Listen attentively and respond to what has been heard with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. -Express ideas, feelings and points of view about experiences using full sentences.			
Year 1 (Orally and in simple sentences)			
-Through talk and role play, explore how others might think, feel and react differently from themselves and from each other. -In reading, explore how characters might think, feel and react differently from themselves and from each other.			
Year 2 build on previous year's learning and...			
-Through reading and in life situations, recognise, that different people (characters) have different thoughts/feelings about, views on and responses to particular scenarios (<i>e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself</i>). -Explore different views and viewpoints through discussion and role play.			
Year 3 build on previous year's learning and...			
-Through reading, explore how different views might be expressed/explained/justified (<i>e.g. the different view of characters in a particular book, the different view of people writing to a newspaper</i>). -Through role play and drama, explore how different views might be expressed/explained/justified (<i>e.g. the different view of characters in a particular book, the different view of people in a simulated 'real life' scenario</i> . -Begin to engage in oral debates.			
Year 4 build on previous year's learning and...			

<p>-In exploring persuasive texts and those presenting a particular argument, begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced.</p> <p>-Continue to explore the expression of different views through discussion, role play and drama.</p> <p>-Begin to write texts which present more than one side of an argument.</p>	<p>-Written in the present tense (Y2)</p> <p>-Use of the present perfect (Y3) <i>e.g. some people have argued...some people have said...</i></p> <p>-Expanded noun phrases can add clarity and detail <i>e.g. This important, crucial debate...</i></p> <p>-Use fronted adverbials <i>e.g. therefore, surprisingly...</i></p> <p>-The use of subordinating conjunctions <i>e.g. because, although</i> enables causation to be included in the discussion and multi-clause sentences to be formed.</p> <p>-Write in the third person</p> <p>-Use subject-specific vocabulary</p> <p>-Use pronouns to aid cohesion and avoid repetition</p>	<p><i>See generic structure and..</i></p> <p>-Use a title that clearly states the issue being discussed (Y3)</p> <p>-Use subheadings to aid presentation (Y3)</p> <p>-Include an introduction that clearly states what the discussion is about</p> <p>-Use paragraphs to organise the discussion into logical sections with arguments one point at a time</p> <p>-Include a concluding statement</p>
<p>Year 5 build on previous year's learning and...</p>		
<p>-In exploring persuasive texts, and those presenting a particular argument, discuss texts which present a more balanced or reasoned view, or which explore more than one possible perspective on an issue.</p> <p>-Experiment with the presentation of various views (own and others, biased and balanced) through discussion, debate and drama.</p> <p>-Develop an understanding of an issue and the points on either side of this.</p> <p>-Write balanced arguments with paragraphs for and against the topic being discussed.</p>	<p>-Create cohesion within paragraphs using adverbials <i>e.g. moreover, nevertheless</i></p> <p>-Create cohesion within paragraphs using subordinating conjunctions <i>eg since, whilst</i></p> <p>-Use modal verbs to present degrees of possibility <i>e.g. It could be argued....Some may say...</i></p> <p>-Relative clauses, correctly punctuated with commas, can provide supporting detail.</p> <p>-Use brackets, commas and dashes to show parenthesis <i>e.g. The performance- the first by such a young gymnast – was a masterpiece</i></p> <p>-Use vocabulary indicating discussion <i>eg On the other hand, Alternatively...</i></p> <p>-Generalise the participants and things it refers to using uncountable noun phrases (<i>some people, most dogs</i>), nouns that categorise (<i>vehicles, pollution</i>) and abstract nouns (<i>power</i>).</p>	<p>-Layout devices such as diagrams, illustrations, moving images and sound can be used to provide additional information or give evidence.</p> <p>-Support the points being made within each paragraph with evidence</p> <p>-Write a conclusion that summarises the argument and explores the viewpoint of the writer based on the evidence presented.</p>
<p>Year 6 build on previous year's learning and...</p>		
<p>-Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions which:</p> <ul style="list-style-type: none"> -summarise different sides of an argument -clarify the strengths and weaknesses of different positions -signal personal opinion clearly -draw reasoned conclusions based on available evidence. <p>-Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument.</p> <p>-Explore orally and then write a balanced report of a controversial issue.</p>	<p>-Create cohesion within and across paragraphs using a wider range of cohesive devices which can include adverbials and subordinating conjunctions</p> <p>-Use the passive voice to present points of view <i>e.g. It could be claimed that...it is possible that...some could claim that...</i></p> <p>-Use terms and phrases for persuasive arguments <i>eg similarly, whereas</i></p> <p>-Degrees of formality and informality can be adapted to suit the form of the discussion <i>e.g. whether writing a formal letter or an informal blog</i>. This can include vocabulary choices <i>e.g. choosing habitat rather than home...indicates rather than shows</i></p> <p>-Because arguments include hypothetical ideas, conditional language, such as the subjunctive form can sometimes be used <i>e.g. If people were to stop hunting whales...</i></p> <p>-Use semi-colons, colons and dashes to mark boundaries between clauses</p> <p>-Include correctly punctuated direct and reported speech if appropriate</p>	<p>-Decide whether to create a paragraph for an argument, then one to counter this or whether to present an argument for and against a point within the same paragraph. This will depend on audience and purpose of the text</p>

