

## SKILLS PROGRESSION: DISCUSSION TEXTS



### 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 type:

- Non-fiction book on an 'issue'
- Write-up of a debate
- Leaflet or article giving balanced account of an issue
- Writing editorials about historical attitudes to gender, social class, colonialism etc.
- Writing letters about pollution, factory farming or smoking
- Writing essays giving opinions about literature, music or works of art

### Generic Text Structure

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

### Planning and Preparation

- 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.

<b>EYFS</b>	N/A
<b>YEAR 1</b>	N/A
<b>YEAR 2</b>	N/A
<b>YEAR 3</b>	N/A
<b>YEAR 4</b>	<ul style="list-style-type: none"> <li>- Consistent use of present tense (Y2)</li> <li>- Use present perfect form of verbs (Y3) e.g. some people have argued....some people have said</li> <li>- Effective use of noun phrases e.g. uncountable noun phrases (some people, most dogs). Nouns that categorise (vehicles, pollution) and abstract nouns (power).</li> <li>- Use of paragraphs to organise ideas Use adverbials e.g. therefore, however...</li> <li>- Heading and subheadings used to aid presentation (Y3)</li> </ul>
<b>YEAR 5</b>	<ul style="list-style-type: none"> <li>- Create cohesion within paragraphs using adverbials e.g. therefore, however...</li> <li>- Use layout devices to provide additional information and guide the reader e.g. diagrams, illustrations, moving images, sound.</li> </ul>
<b>YEAR 6</b>	<ul style="list-style-type: none"> <li>- Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</li> <li>- Make formal and informal vocabulary choices to adapt writing to the form of discussion e.g. by making generic statements followed by specific examples e.g. Most vegetarians disagree. Dave Smith, a vegetarian, for 20 years, commented...</li> </ul>

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|  | <ul style="list-style-type: none"><li>- Use the passive voice to present points of view e.g. it could be claimed that.... It is possible that...some could claim that....</li><li>- Adapt degrees of formality and informality to suit the form of the discussion e.g whether writing a formal letter or a blog. This can include vocabulary choices e.g. choosing habitat rather than home or indicate rather than shows.</li><li>- Use conditional forms such as the subjunctive form to hypothesise e.g. If people were to stop hunting whales...</li><li>- In discussions, complex ideas need developing over a sentence. Semi-colons, colons</li></ul> |
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