| **Skills Progression: Discussion and balanced arguments** |
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| **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. |
| **Common 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
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| **Generic Text Structure** | **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.
 | * 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.
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| **Progression in skills** |
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| **EYFS** | n/a |
| **Year 1** | n/a |
| **Year 2** | n/a |
| **Year 3** | n/a |
| **Year 4** | * Consistent use of **present tense** (Y2)
* Use **present perfect** form of verbs (Y3) e.g. some people have argued….some people have said
* Effective use of **noun phrases e.g.** uncountable noun phrases (some people, most dogs). Nouns that categorise (vehicles, pollution) and abstract nouns (power).
* Use of **paragraphs** to organise ideas Use **adverbials** e.g. therefore, however…
* **Heading and subheadings** used to aid presentation (Y3)
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| **Year 5** | * Create **cohesion within paragraphs** using adverbials e.g. therefore, however…
* **Use layout devices** to provide additional information and guide the reader e.g. diagrams, illustrations, moving images, sound.
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| **Year 6** | * Create **cohesion across paragraphs** using a wider range of cohesive devices which can include **adverbials**
* 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…
* Use the **passive voice** to present points of view e.g. it could be claimed that…. It is possible that…some could claim that….
* 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**.**
* Use **conditional forms** such as the **subjunctive form to hypothesise**

**e.g.** If people were to stop hunting whales…* In discussions, complex ideas need developing over a sentence. **Semi-colons, colons and dashes** can be useful for developing and linking these ideas.
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