

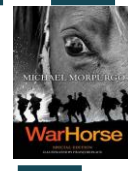
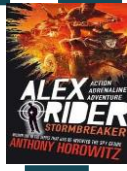
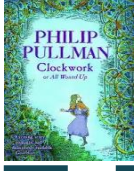
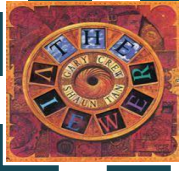
CREATING DISCUSSION TEXTS

- Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions which:
 - 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
- Recognise and understand the distinction between persuasive presentation of a particular view and the discursive presentation of a balanced argument.
- First explore orally and then write a balanced report of a controversial issue:
 - Summarising fairly the competing views
 - Analysing strengths and weaknesses of different positions
 - Drawing reasoned conclusions where appropriate
 - Using formal language and presentation as appropriate.

Use reading to:

- Investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition
- Build a bank of useful terms and phrases for persuasive argument, e.g. *similarly ... whereas ...*
- overall, help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.

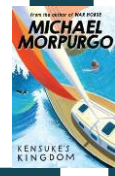
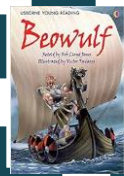
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CREATING DISCUSSION TEXTS

- In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue.
- Experiment with the presentation of various views (own and others, biased and balanced) through discussion, debate and drama.

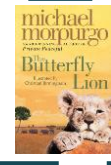
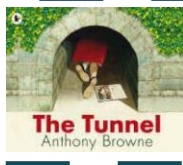
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CREATING DISCUSSION TEXTS

- In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced.
- Continue to explore the expression of different views through discussion, role play and drama.

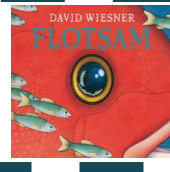
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CREATING DISCUSSION TEXTS

- Through reading explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people writing to a newspaper.)
- Through role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people in a simulated 'real life' scenario)

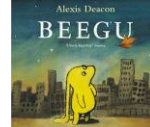
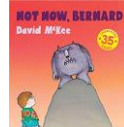
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CREATING DISCUSSION TEXTS

- Through reading and in life situations, recognise, that different people (characters) have different thought/feelings about, views on and responses to particular scenarios.
- Explore different views and viewpoints.

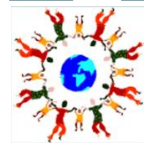
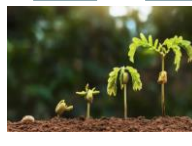
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CREATING DISCUSSION TEXTS

- Through talk and role play explore how others might think, feel and react different from themselves and from each other.
- In reading explore how different characters might think, feel and react differently from themselves and from each other.

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CREATING DISCUSSION TEXTS

- Experience and recognise that others sometimes think, feel and react differently from themselves
- Talk about how they and others might respond different to the same thing (e.g. like a particular picture or story when someone else doesn't)
- Give oral explanations

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LANGUAGE FEATURES— discussion text are often (but not always):

- written in simple present tense
- focused on mainly generic human (or non-human) participants using uncountable nouns, for example *some, most*, category nouns e.g. *vehicles, pollution* (nominalisation), *power* (abstract)
- constructed using logical, conjunctions, for example, *therefore, however*
- a movement usually from the generic to the specific: *hunters' agree.....Mr. Smith, who has hunted for many years.....*

PROGRESSION—

- speaking and listening coming before reading and writing
- teacher modelling and scribing coming before children's independent attempt
- increased understanding the form and features of the text type and then increasing ability to manipulate elements of writing to present a balanced argument, with or without a personal conclusion
- increased complexity, subtlety, challenge of text (for example, moving from simple for and against arguments to those with multiple viewpoints moving from clear cut issues into those eliciting more subtle differences on views)
- Increased ability to recognise discussion and understand the devices used in the writing of others; in their own writing to discuss effectively as appropriate to their purpose and audience.