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| To create discussion writing which helps the reader to think and reflect, you might want to: |
| **Year 1 & Year 2** | **Year 3 & Year 4** | **Year 5 & Year 6** |
| * Learn and retell prepared text on the issue that you have been discussing with
	+ a title: *Should we keep a animals in the classroom?*
	+ an opening sentence to introduce the issue *e.g. We have been discussing whether we should…*
	+ list points in favour *e.g. Some of us think we should keep animals in the classroom, Our reasons are:…,*
	+ use numerical conjunctions: *firstly, secondly etc.*
	+ then change viewpoint *e.g. On the other hand…, and list points against,*
	+ An ending *e.g. In conclusion/so, we think that…etc.*
* Use complete simple or compound sentences with correct punctuation.
* Write mostly in the present tense 1st person (I or We)
* Focus on a few essential conjunctions to join ideas and structure the argument:
	+ whether (or not)…, to set out alternatives. *But…, although…, on the other hand … etc*. to mark change of viewpoint;
	+ if…then…, to show consequences *e.g. If we keep animals in the classroom, someone will have to look after them at the weekend…;*
 | * Develop the framework from Y1/2, boxing the text up, to create connected paragraphs in place of simple sentences and lists:
	+ opening paragraph to interest the reader in the topic *e.g. Since the arrival of the Daleks, there has been much discussion about whether…*
	+ a series of points in favour in a connected paragraph,
	+ a series of points against in a connected paragraph
	+ a reasoned conclusion which can be justified by the arguments.
* Use complex sentences to combine information, create emphasis and make the text more interesting for the reader:
	+ relative clauses *e.g. Daleks, who are fearless and hard-working, are also…,*
	+ subordinate clauses: *While many people think this is a good thing, others believe…, First they point to the fact that, when Daleks have previously visited, they always…, etc.,*
* Use generalised language to depersonalise and objectify the writing:
	+ generalisers: *some, most, everyone*,
	+ category nouns *e.g. people, animals, food, vehicles, vegetables.*
* Use a variety of conjunctions and connecting phrases to guide the reader through the argument:
	+ to set out alternatives and set the scene *e.g. to decide …whether or not/ if we should/ where the/ either…or etc…,*
	+ to add on and sequence ideas *e.g. The first reason…, also.., furthermore…, moreover…,*
	+ to introduce a different viewpoint *e.g. However…, On the other hand…, many people also believe that…*
	+ to conclude *e.g. In conclusion…, Having considered the arguments…, Looking at this from both sides… Use correct punctuation for sentences, clauses, questions, exclamations.*
 | * When assembling arguments:
	+ try to support views with reasons or evidence,
	+ or make clear that these are your opinions e.g. I think.., in my opinion…,
	+ or try to persuade – see below.
* Write openings to introduce the reader and explain why you are discussing an issue *e.g. Since last summer, people have been arguing about whether or not to build a new supermarket next door to our school. We think everyone should be clear about the reasons before a decision is made.*
* Give examples which move from the general to the specific: *Most shoppers would agree that … One lady who has shopped in the town for many years told us…*
* Use indirect, reported speech *e.g. It has been said that…, the local policeman told us that…*
* Vary sentence structure, length and type e.g.
	+ complex sentences to combine and compress information: *Although the new store will be easier to drive to, it will cause traffic congestion around the school and increase the likelihood of accidents to children.*
	+ Short sentences for effect *e.g. No-one wants this*.
	+ Sentence openers: *interestingly…, from our point of view…, Indeed there could even be…,*
	+ Passive voice to sound more formal: *It could be said that…,*
	+ Conditional and hypothetical (if…then) sentences using the subjunctive ‘*were’ If that’s the best they can offer…, If it were to be approved…,*
* Use persuasive devices to press points - see toolkit guidance for persuasive texts Address readers directly from time to time to hold attention and draw them in to the arguments:
	+ inviting them to speculate: *You may be wondering why…,*
	+ asking questions *e.g. How would you like to meet one of these creatures on your way home…*
	+ using exclamations e.g. *…and they smell horrible!*
	+ Extend the range of conjunctions given in Y3/4 to link sentences and paragraphs interestingly, coherently and effectively. Including: *addition: also, furthermore, moreover, etc.*
	+ change of direction: *on the other hand, however, although, unfortunately, despite etc.*
	+ cause and effect: *so that…,, owing to…,, due to…, etc.*
	+ uncertainty: *perhaps, it is possible that…, another possible reason… etc.*
	+ comparison: *equally, similarly, just as…, in contrast, whereas etc.*
	+ Emphasis: *most/least of all…, importantly etc.*
* Make views sound more reasonable through use of modal verbs *e.g. might/may/could be*, and words and phrases that leave room for alternative views or contrary facts *e.g. often/usually/commonly/mostly/tend to/are likely to…*
* Use a variety of phrases for drawing conclusions *e.g. In conclusion…, to sum up…, Having considered…, In the light of…, given these arguments …, On the whole…, By and large…, In the circumstances…, All things considered…*
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**Typical ingredients of instructions text:**



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| **Audience** | * Someone interested or involved in the topic under discussion
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| **Purpose** | * To present a reasoned and balanced view of an issue.
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| **Typical Structure** | * Opening paragraph that introduces the reader to the issue.
* Followed by a series of paragraphs in a logical order:
	+ Either beginning with all the arguments for, followed by all the arguments against;
	+ Or a series of contrasting points ending with a reasoned conclusion. Paragraphs usually begin with a topic sentence.
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| **Typical Language Features** | * Sentence signposts to guide the reader through the argument that help to:
	+ Add on and order ideas and views, e.g. *The first reason, also, furthermore, moreover…*
	+ Introduce other viewpoints, *e.g. However, on the other hand, many people believe that, it might be thought that…*
	+ Conclude, *e.g. in conclusion, having considered all the arguments, looking at this from both sides…*
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| **Examples** | * Should healthy eating be compulsory?
* Should children be allowed to choose where to sit?
* Should mobile phones be allowed in school?
* How can we improve the playground?
* Should all plastics be banned?
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