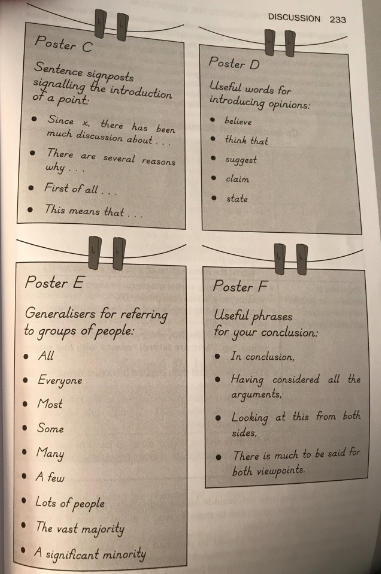
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| To create discussion writing which helps the reader to think and reflect, you might want to: | | |
| **Year 1 & Year 2** | **Year 3 & Year 4** | **Year 5 & Year 6** |
| * Learn and retell prepared text on the issue that you have been discussing with   + 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…* |

**Typical ingredients of instructions text:**



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| **Audience** | * Someone interested or involved in the topic under discussion |
| **Purpose** | * To present a reasoned and balanced view of an issue. |
| **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. |
| **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…* |
| **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? |

