

Progression in Discussion

Possible outcomes:

- Debate
- Balanced argument
- Oral and written

Purpose:

- To present a reasoned and balanced overview of an issue or controversy

Discussion texts (both oral and written) usually involve carefully and strategically selecting and organising information – often as a two or more different ‘views’ or ‘arguments’ on an issue, each of which may require elaboration (explanation, evidence and/or examples) – with specific intention of providing the reader with a reasoned overview. The writer may conclude by presenting his/her own view, or a more objective conclusion, but this will be reasoned on the basis of the balance of available evidence. In this, discussion contrasts with persuasion, which develops only one viewpoint (usually the writer’s own) and may or may not be based on genuinely reasoned judgements. Discussion texts generally make use of formal and impersonal language to demonstrate objectivity. They can sometimes combine other models of communication (e.g visual images, diagrams) with written text in order to present the range of viewpoints and the evidence for them.

Discussion is not limited to controversial issues – although polarised views may make it easier to teach (e.g completing a for-and-against ‘skeleton’ to bring issues from another area of the curriculum into literacy learning). In contrast, critically evaluative responses to a text may lead to a discussion of subtleties within it.

Like all text types, variants of discussion can occur and they can be combined with other text types. Discussion is not always necessarily a distinct text-type in its own right; elements of discussion writing can be found in many different texts, both on paper or on screen.

Audience:

Children should listen to, speak, read and write discussion texts for a wide range of audiences, varying language features and text structures to suit the audience and purpose.

Progression in Discussion

Generic text structure:

- Statement of issues plus a preview of the main arguments
- Arguments for, including supporting evidence
- Arguments against (or alternative views), including supporting evidence
- Recommendation – summary and conclusion

Language features:

- Written in simple present tense
- Focused mainly on generic human (or non-human) participants using uncountable nouns, for example, some, most, category nouns e.g vehicles, pollution, power
- 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....

Knowledge for the writer:

- You can turn the title into a question: Should we hunt whales?
- Open by introducing the reader to the discussion – you may need to add why you are debating the issue
- Try to see the argument from both sides
- Make views sound more reasonable through use of modal verbs and words such as often, usually
- Support views with reasons and evidence
- In your conclusion, you must give reasons for what you decide
- If you are trying to present a balanced viewpoint, check you have been fair to both sides
- Recognise that discussion texts can be adapted or combined with other text types depending on the audience and purpose

Progression in Discussion

Progression is achieved through:

- Speaking and listening before reading and writing
- Teacher modelling and scribing before children’s independent attempt
- Increased understanding by the children of the form and features of discussion writing and then increasing ability to manipulate elements of writing to present a balanced argument, with or without a personal conclusion
- Increasing complexity, subtlety, challenge of task (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 in views)
- Increasing 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

Year group	Progression in Discussion:	Grammar (to include revision from previous year groups)	
Reception	<ul style="list-style-type: none"> • Experience and recognise that others sometimes think, feel and react differently from themselves • Talk about how they and others might respond differently to the same thing (e.g like a particular picture or story when someone else doesn’t) • Give oral explanations e.g their or another’s preferences, e.g what they like to eat and why 	ELG <ul style="list-style-type: none"> • Pupils write simple sentences that can be read by themselves and others • Speaking: pupils develop their own narratives and explanations by connecting ideas or events • Speaking: Pupils use past, present and future forms accurately when talking about events that have happened or are to happen in the future • Pupils use their phonic knowledge to write words in ways which match their spoken sounds • Some words are spelt correctly and others are phonetically plausible • Pupils can write some irregular common words 	Exceeding <ul style="list-style-type: none"> • Pupils use key features of narrative in their own writing • Speaking: Pupils recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events • Pupils can spell phonetically regular words of more than 1 syllable • Pupils can spell many irregular but high frequency words • Pupils hold paper in position and use their referred hand for writing, using a correct pencil grip. They are beginning

Progression in Discussion

	<ul style="list-style-type: none"> Pupils handle equipment and tools effectively, including pencils for writing 	to be able to write on lines and control letter size.
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Year group	Progression in discussion:	Grammar (to include revision from previous year groups)
1	<ul style="list-style-type: none"> Through talk and role play, explore how others might think, feel and react differently from themselves and from each other In reading, explore how different characters might think, feel and react differently from themselves and from each other 	<ul style="list-style-type: none"> Exclamation mark Capital letters Personal pronoun 'I' Full stops Questions Question marks

Year 1 Discussion:				
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Ideas are grouped together for similarity.</p> <p>Writes in first person</p>	<p>Simple conjunctions are used to construct simple sentences e.g and, but, then, so</p>	<p>But because some people like... Some people feel... Some people believe... Other people like.... Other people feel.... Other people believe....</p>	<p><u>Noun</u> What a noun is Regular plural nouns with 'er'</p> <p><u>Verbs</u> Third person, first person singular Ending added to verbs where there is change to root Simple past tense 'ed'</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word</p> <p><u>Conjunctions</u> Join words and sentences using and/then</p> <p><u>Tense</u> Simple past tense 'ed'</p>	<p>Use spaces to separate words</p> <p>Full stops</p> <p>Begin to use exclamation marks</p> <p>Capital letters for start of sentence, names, personal pronouns</p> <p>Read words with contractions</p>

Progression in Discussion

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2	<ul style="list-style-type: none"> Through reading and in life situations, recognise, that different people (characters) have different thought/feelings about views on and responses to particular scenarios (e.g that the wold would see the story of the Red Riding Hood differently to the girl herself) Explore different views and viewpoints 	<ul style="list-style-type: none"> Statement Question/question mark Exclamation/exclamation mark

Year 2 Discussion:

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Brief introduction and conclusion</p> <p>Written with an impersonal style</p> <p>Main ideas organised into groups</p>	<p>Subject/verb sentences e.g He was... They were... It happened....</p> <p>Some modal verbs introduced e.g would, could, should</p> <p>Use simple adverbs e.g quickly, slowly</p> <p>Use simple noun phrases e.g large tiger</p> <p>Use rhetorical questions</p> <p>Use ambitious adjectives to grab the reader's attention.</p>	<p>I am going to...</p> <p>In fact....</p> <p>It seems...</p> <p>To sum this up....</p> <p>The opposite view of this is....</p> <p>Not everyone agrees with this....</p>	<p><u>Noun</u> Form nouns using suffixes and compounding Expand noun phrases for description Add 'es' to nouns</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense Add 'ed', 'ed' and 'ing' to verbs</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word</p> <p><u>Conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but</p> <p><u>Tense</u> Correct and consistent use of past and present tense</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb</p>	<p>Use spaces that reflect the size of the letters</p> <p>Use full stops correctly</p> <p>Use question marks correctly</p> <p>Use exclamation marks correctly</p> <p>Use capital letters correctly</p> <p>Apostrophes</p> <p>Possessive apostrophes for singular nouns</p> <p>Commas to separate items in lists</p>

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3	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Present perfect tense – I <u>have spoken</u> to many people – I <u>have written</u> to you... note Standard English Revision of sentence forms Conjunctions Subordination Connectives for cohesion – conjunctions e.g however, consequently, therefore (these are not conjunctions! E.g The people have no money. Consequently, they are starving. NOT - The people have no money, consequently, they are starving. CONNECTIVE NOT CONJUNCTION

Year 3 Discussion:

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction	Simple sentences with extra description	I will begin by... Maybe... Firstly...	<u>Noun</u> Form nouns using prefixes Nouns and pronouns used to avoid repetition	Introduce possessive apostrophes for plural nouns
Points about subject/issue	Conjunctions used to extend sentences using when, if, as etc	Many people are concerned that... I wonder.... Sometimes	<u>Verbs</u> Present perfect forms of verbs instead of 'the'	Introduce inverted commas.
Organised into paragraphs	Tense consistent e.g modal verbs could/might	It could be argued that... Therefore....	<u>Adjectives</u> Choose appropriate adjectives	
Sub-heading used to organise texts	Adverbials e.g When they have a problem, we played after tea. It was scary in the tunnel. Start sentences with verbs e.g imagine, consider, enjoy	My overall opinions is... An example of this is... It is clear that...	<u>Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense <u>Adverbs</u> Introduce/revise adverbs Express time and cause; then, next, soon	

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4	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Conjunctions and causal conjunction and adverbials Appropriate tense choice

Year 4 Discussion:

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction and conclusion</p> <p>Links between key ideas in the discussion texts.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Subheading</p> <p>Topic sentences.</p>	<p>Variation in sentence structures e.g While we were at the park... As we arrived....</p> <p>Use embedded/relative clauses e.g Mrs Holt, who was very angry.... The angry mob, who had broken the barricade....</p> <p>Include adverbs to show how often e.g additionally, frequently, rarely</p> <p>More complicated rhetorical questions e.g Have you ever considered the impact of..?</p>	<p>This piece of writing will... Feel convinced....</p> <p>I intent to....</p> <p>On the other hand....</p> <p>In addition....</p> <p>It is surprising that....</p> <p>On balance....</p> <p>Finally I would like to add....</p> <p>My next point concerns...</p> <p>Furthermore</p> <p>Having looked at both sides...</p> <p>Having considered....</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</p> <p><u>Verbs</u> Standard English forms for verbs</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions</p> <p><u>Tense</u> Correct use of past and present tense</p> <p><u>Adverbs</u> Know what an adverbial phrase is Fronted adverbials Comma after fronted adverbials</p>	<p>Apostrophe to mark singular and plural possession</p> <p>Commas after fronted adverbials</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>

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5	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Modals Adverbs for degrees of possibility – perhaps, surely, clearly Punctuation for parenthesis Commas for clarity Clauses Variation of tenses

Year 5 Discussion:

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Both viewpoints are transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g the café chairs were broken.</p> <p>Wide range of subordinate conjunctions e.g whilst, until, despite.</p> <p>Sentences that use well-known economic expression e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p> <p>Persuasive statements are used to change the reader’s opinion e.g you will never need to...</p>	<p>It strikes me that...</p> <p>My intention is to....</p> <p>To do this I will....</p> <p>As I see it...</p> <p>It appears to me....</p> <p>Naturally...</p> <p>It is precisely because...</p> <p>Subsequently...</p> <p>Doubtless...</p> <p>Nevertheless...</p> <p>In stark contrast...</p> <p>Contrary to this position....</p> <p>It would seem logical....</p> <p>Let us consider the impact....</p> <p>In conclusion....</p> <p>The evidence presented leads me to conclude...</p>	<p><u>Noun</u> Locate and identify expanded noun phrases</p> <p><u>Verbs</u> Use modal verbs Prefixes for verbs: dis, de, mis, over, ise, ify Convert adjectives in verbs using suffixes; ate, ise, ify</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions</p> <p><u>Tense</u> Change tense according to features of the genre</p> <p><u>Adverbs</u> Adverbial phrase Fronted adverbials Comma after fronted adverbial Adverbials of time, place and number</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>

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6	<ul style="list-style-type: none"> • Through reading, identify the language, grammar, organisational and stylistic features of a balanced written discussions which: <ul style="list-style-type: none"> - 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 the 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: <ul style="list-style-type: none"> - 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 a suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate. 	<ul style="list-style-type: none"> • Subjunctive • Semi colons to mark boundaries e.g ;however, ... ;consequently, • Full stop or semi-colon • Passive to affect presentation of information • Manipulation of tenses to affect reader

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Year 6 Discussion:

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>	<p>Verb forms are controlled and precise e.g it would be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify e.g Insignificant amount... exceptionally...</p> <p>Sentence length and type varies according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g the phenomenal impact of using showers instead of baths...</p> <p>Prepositional phrases used cleverly e.g in the event of a blackout....</p>	<p>I will present...</p> <p>Following that I will...</p> <p>One argument for this is that....</p> <p>...fundamentally flawed...</p> <p>.... An easy answer that avoids...</p> <p>I would counter this view....</p> <p>It seems plausible to....</p> <p>Moreover....</p> <p>In point of fact...</p> <p>The evidence I would use to support this is...</p> <p>It surprises me that....</p> <p>It is my conviction....</p> <p>Finally, I would like to add...</p> <p>Even though there has been a long history of activists....</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely</p> <p><u>Verbs</u> Use modal verbs Prefixes for verbs; dis, de, mis, over, ise, ify Convert adjectives in verbs using suffixes; ate, ise, ify</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions</p> <p><u>Tense</u> Change tense according to features of the genre</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials</p>	<p>Use a wide range of punctuation throughout the writing.</p>