



Ruardean C of E Primary School

Love of learning – Love of life – Love of one another

Non-fiction Genre Skills Progression

Year 1– Year 6

V1 8-12-22

Progression in Discussion

Discussion texts are not limited to controversial issues but polarised views are generally used to teach this text type as this makes it easier to teach children how to present different viewpoints and provide evidence for them. Discussions contrast with persuasion texts which generally only develop one viewpoint and may present a biased view, often the writer's own. Like all text types, discussion texts vary widely and elements of discussion writing are often found within other text types.

PURPOSE – Writing to Discuss

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.

Text Types

Non-fiction book on an 'issue'
Write-up 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

Generic Text Structure – all year groups

- Title - Questions often make good titles e.g. Should everyone travel less to conserve global energy?
- Introduction - 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.
- The most common structure for the mid-section 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. Make sure you show both/all sides of the argument fairly. Support each viewpoint you present with reasons and evidence.
- Conclusion - 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 - if you opt to support one particular view in the conclusion, give reasons for your decision

Progression of Text Features

YEAR 1	<p><i>WRITING TO BE THE SUBJECT OF A SHORT BURST USE IT NOT A GENRE WRITE – ORAL DISCUSSION IS THE MAIN FOCUS</i></p> <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 Write sentences to convey their opinion and the contrasting opinion of someone else (such as a character from a book or peer in the class etc.) e.g. <i>I think that he should give the toy back. James thinks that he should keep the toy.</i>
YEAR 2	<p><i>WRITING TO BE THE SUBJECT OF A SHORT BURST USE IT NOT A GENRE WRITE – ORAL DISCUSSION IS THE MAIN FOCUS</i></p> <ul style="list-style-type: none"> Through reading, role play, drama techniques and in life situations, recognise that different people and characters from texts have different thoughts/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of Little Red Riding Hood differently to the girl herself Write a series of sentences to convey their opinion, and a series of sentences to convey the contrasting opinion of another
YEAR 3	<p><i>WRITING TO BE THE SUBJECT OF A SHORT BURST USE IT NOT A GENRE WRITE – ORAL DISCUSSION IS THE MAIN FOCUS</i></p> <ul style="list-style-type: none"> Through reading, role-play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, or the different view of people writing to a newspaper). In the process, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Write a traditional tale (or a scene from any narrative) from two key characters' perspectives, showing a contrast in viewpoint Write a summary statement/series of sentences expressing their own opinion on the characters viewpoints (e.g. who was right/wrong) and present reasons for their opinion
YEAR 4	<p><i>WRITING TO BE THE SUBJECT OF A SHORT BURST USE IT NOT A GENRE WRITE – ORAL DISCUSSION IS THE MAIN FOCUS</i></p> <ul style="list-style-type: none"> Through questioning and debate, continue to explore the expression of different views through discussion, role play and drama Give well-structured, and extended, justification for feelings and opinions Following discussion of a subject, plan, compose and edit a written discussion
YEAR 5	<ul style="list-style-type: none"> In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), distinguish and discuss any texts which seem 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) though discussion, debate and drama Consider and evaluate different viewpoints, noting when justifications for a particular viewpoint are strong or weak Through reading, identify the language, grammar, organisational and stylistic features of 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 Plan, compose, edit and refine a balanced discussion presenting two sides of an argument following a debate

<p>YEAR 6</p>	<ul style="list-style-type: none"> • Through reading, recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument • Discuss and debate a controversial issue and then write a balanced report: <ul style="list-style-type: none"> ➤ summarising fairly the competing views ➤ analysing strengths and weaknesses of different positions ➤ drawing reasoned conclusions where appropriate ➤ using formal language and presentation as appropriate • Experiment with setting out opposing views in separate paragraphs or as alternate points within a paragraph and consider impact • 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. Sometimes diagrams, illustrations, moving images and sound may be used to provide additional information or give evidence
<p>MOVING BEYOND</p>	<p>Once students move beyond Year 6 age related expectations, it is expected that these writing skills are consolidated within more complex topics and contexts as well as being sustained over more sophisticated pieces of work.</p> <ul style="list-style-type: none"> • Independently select a controversial or concerted issue of particular interest: <ul style="list-style-type: none"> ☐ Set out competing views clearly; may use some limited quotation ☐ Using technical and formal language and presentation as appropriate • Choose between setting out opposing views in separate paragraphs or as alternate points within a paragraph e.g. argument for, followed by argument against, and consider impact • Make links throughout that guide the reader through the topic, providing clarification and explanation (in parenthesis and otherwise) when complexity demands it • Offer a well-developed and convincing conclusion; provide justifications that draw from the text; summarise deciding factors accurately and succinctly whilst avoiding unnecessary repetition

Progression in Grammar

YEAR 1	<ul style="list-style-type: none"> • Separation of words with spaces • How words can combine to make sentences • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Sequencing sentences to form short narratives, e.g. <i>Super Daisy is brave. Super Daisy saved the Earth. She should get a prize.</i> • Joining words and join clauses using 'and'. For example, use 'and' to begin exploring thinking further, e.g. <i>I would give the toy back <u>and</u> say sorry to the little girl.</i> • Capital letters for names and for the personal pronoun I
YEAR 2	<ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) For example, use 'because' to extend reasoning e.g. <i>I think that the wolf is naughty <u>because</u> he scares the little pigs.</i> • Correct choice and consistent use of present tense and past tense throughout writing e.g. discussions are written in the simple present tense • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. For example, children generate questions for discussions following reading e.g. <i>Should the boy give the toy back?</i> • Expanded noun phrases for description and specification [for example: the blue butterfly, plain flour].
YEAR 3	<ul style="list-style-type: none"> • Expressing time, place and cause <ul style="list-style-type: none"> ➤ using conjunctions [for example: when, before, after, while, so, because] e.g. <i>We should have a swimming pool <u>so</u> we can learn to swim.</i> ➤ adverbs [for example: then, next, soon, therefore] e.g. <i><u>Then</u> we could swim <u>every day</u>.</i> ➤ prepositions [for example: before, after, during, in, because of] e.g. <i>We could swim <u>in</u> the pool <u>during</u> the summer.</i> • Introduction to paragraphs as a way to group related material. For example: <ul style="list-style-type: none"> ➤ write an introduction to show why you are debating the issue e.g. <i>There is always a lot of disagreement about x and people's views vary a lot.</i> ➤ group arguments for, and arguments against, in separate paragraphs • Headings and sub-headings to aid presentation e.g. use headings to present arguments for and arguments against

YEAR 4 (As for Y3 plus)	<ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <i>'most people with a reasonable knowledge of the subject...'</i>, <i>'all dogs with a history of violence...'</i>, <i>'some children in the class...'</i> • Fronted adverbials and use of commas after fronted adverbials e.g. use connecting adverbs/adverbials to present further justification of a point of view e.g. <i>Furthermore, In addition, Also, In my opinion,</i> • Use of paragraphs to organise ideas around a theme e.g. consider different sides of an argument, presenting them in separate paragraphs, and decide on a course of action/personal stance, summarising reasons in a final paragraph • Appropriate choice of pronoun or noun (including synonyms) within and across sentences to aid cohesion and avoid repetition e.g. <i>Many <u>dog-owners</u> argue that...<u>they</u> go on to state that...these <u>animal lovers</u> also make the point that...</i>
YEAR 5	<ul style="list-style-type: none"> • Devices to build cohesion within a paragraph and across paragraphs. For example: <ul style="list-style-type: none"> ➤ Build on the range of connecting adverbs/adverbials used in year 4 to present further justification of a point of view e.g. <i>moreover, besides which, additionally, similarly.</i> ➤ Use a range of conjunctions to link ideas <i>e.g. Although this could be said of most dog-owners, others are less considerate.</i> ➤ Use pronouns and synonyms to avoid repetition e.g. <i>Mobile phones should be banned from primary schools. <u>These devices</u> are now commonplace among children and <u>they</u> are becoming a nuisance.</i> ➤ Use repetition for effect e.g. <i>We must <u>consult teachers</u>, <u>consult carers</u> and, above all, <u>consult children</u>.</i> • Indicating degrees of possibility using adverbs [for example: definitely, perhaps, surely, undoubtedly] and modal verbs [for example: should, might, ought to, must, will] to help express a personal opinion in the final paragraph e.g. <i>We should probably consider whether... / Perhaps I could remind you that...</i> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun e.g. follow generic statements with more specific examples e.g. <i>There are those however who disagree. Mr T Rexus, <u>who is a well-respected palaeontologist</u>, has argued instead that...</i>

YEAR 6 (As for Y5 plus)	<ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections. For example, build and use a range of connecting adverbs to move between opposing views, e.g. <i>on the other hand, in contrast, alternatively, conversely, on the contrary, in opposition.</i> • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] e.g. end with a summary paragraph, using consistently punctuated bullet points to present recommendations • Use of the semi-colon, colon and dash to mark the boundary between independent clauses. For example, use colons to: <ul style="list-style-type: none"> ➤ introduce questions for discussion e.g. <i>The pressing issue now is this: what should happen to....?</i> ➤ introduce a quotation to support a viewpoint e.g. <i>Supporters of this view often refer to the well-known proverb: ‘Treat others as you would wish to be treated’.</i> ➤ to prepare the reader for a revelation of the author’s opinion in the final paragraph e.g. <i>The final conclusion is therefore clear in my mind: animal testing must be banned immediately.</i>
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Adapted from Herts For Learning non-fiction genre progression of skills documents.