



Progression in Discussion Texts

Purpose:

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.

Common Examples:

- Non-fiction book on an 'issue
- Write up of a debate
- Leaflet or article given a balanced account of an issue
- Writing letters about pollution, smoking, graffiti etc.

Generic Structure:

- 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
- 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.

Planning and Preparation:

- Questions often make good titles eg. *Should everyone travel less to conserve global energy?*
- Use the introduction to show why you are debating the issue eg. *There is always a lot of disagreement about x and people's views vary a lot.*
- Make sure both/all sides of the argument are fairly included.
- Support each viewpoint with reasons and evidence.
- If one particular viewpoint is supported in the conclusion, give reasons for the decision.



Progression in Discussion Texts

Progression in grammatical features	
Year 5	<ul style="list-style-type: none">• Consistent use of present tense• Use present perfect form of verbs eg. <i>Some people have argued... some people have said...</i>• Effective use of noun phrases eg.<ul style="list-style-type: none">- Uncountable noun phrases (generalisers) eg. <i>some people, most dogs</i>- Nouns that categorise eg. <i>vehicles, pollution</i>- Abstract nouns eg. <i>power</i>• Use of paragraphs to organise. Create cohesion using adverbials eg. <i>therefore, however...</i>• Use layout devices to provide additional information and guide the reader eg. <i>digrams, illustrations, moving images, sound.</i>
Year 6	<ul style="list-style-type: none">• Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials• Make formal and informal vocabulary choices to adapt writing to make the form of discussion eg. by making generic statements followed by specific examples ... <i>Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, commented...</i>• Use passive voice to present points of view eg. <i>it could be claimed that... it is possible that... some could claim that...</i>• Adapt degrees of formality and informality to suit the form of the discussion eg. whether writing a formal letter or a blog. This can include vocabulary choices such as choosing <u>habitat</u> rather than <u>home</u> OR <u>indicate</u> rather than <u>shows</u>.• Use conditional forms such as the subjunctive form to hypothesise eg. <i>If people were to stop hunting whales...</i>• In discussions, complex ideas need developing over a sentence. Semi-colons, colons and dashes can be useful for developing and linking these ideas.