

## Non-fiction Progression (Discussion texts)

<b>Purpose</b>	To present a reasoned and balanced overview of an issue or controversy and to help the reader understand the key points of view			
<b>Audience</b>	Someone who needs to (or should) understand both sides of a debate			
<b>Generic Structure</b>	Statement (progressing to a paragraph) of the main arguments	Arguments for with supporting evidence followed by arguments against	Consider arguments and counter-arguments presented alternatively, one point at a time	A conclusion which summarises the key points allowing the reader to form their own opinion
	<b>Progression</b>	<b>Language Features</b>	<b>Text Features</b>	<b>Knowledge for the Writer</b>
<b>EYFS</b>				
<b>Year 1</b> (Orally and in simple sentences)				
<ul style="list-style-type: none"> <li>Through talk and role play, explore how others might think, feel and react differently from themselves and from each other</li> <li>In reading, explore how characters might think, feel and react differently from themselves and from each other</li> </ul>				
<b>Year 2 build on previous study discussion texts and...</b>				
<ul style="list-style-type: none"> <li>Through reading and in life situations, recognise, that different people (characters) have different thoughts/feelings about, views on and responses to particular scenarios (e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself.)</li> <li>Explore different views and viewpoints through discussion and role play</li> </ul>				
<b>Year 3 build on previous study discussion texts and...</b>				
<ul style="list-style-type: none"> <li>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.)</li> <li>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.)</li> <li>Begin to engage in oral debates.</li> </ul>				
<b>Year 4 build on previous study discussion texts and...</b>		<b>Through written and oral work...</b>	<b>(See generic structure)</b>	<b>Through written and oral work...</b>
<ul style="list-style-type: none"> <li>In exploring persuasive texts and those presenting a particular argument, begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced</li> <li>Continue to explore the expression of different views through discussion, role play and drama.</li> <li>Begin to write texts which present more than one side of an argument</li> </ul>	<ul style="list-style-type: none"> <li>Use present tense (simple, progressive and perfect forms)</li> <li>Include connectives to indicate cause, e.g. so, because</li> <li>Write in third person</li> <li>Use technical, subject-specific vocabulary</li> <li>Use of expanded noun phrases to add clarity and detail "This important, crucial debate is ..."</li> <li>Fronted adverbials may be used if appropriate "Surprisingly, some people believe..."</li> <li>Pronouns used effectively to aid cohesion and avoid repetition.</li> <li>Apostrophes to mark plural possession</li> </ul>	<ul style="list-style-type: none"> <li>Include a title that clearly states what is being written about.</li> <li>Include an introduction that states what the discussion is about</li> <li>Include paragraphs for and against the point being discussed</li> <li>Include a concluding statement</li> </ul>	<ul style="list-style-type: none"> <li>Include a title that clearly shows the issue that is being discussed</li> <li>Understand how to write an introductory paragraph which clearly introduces the different viewpoints and why the debate is necessary</li> <li>Provide a balanced presentation of each side of the debate.</li> </ul>	
<b>Year 5 build on previous study discussion texts and...</b>		<b>Through written work, build on previous knowledge of discussion texts reports and...</b>	<b>Through written work, build on previous knowledge of discussion texts and...</b> (See generic structure)	<b>Build on previous knowledge of discussion texts and...</b>
<ul style="list-style-type: none"> <li>In exploring persuasive texts, and those presenting a particular argument, discuss texts which present a more balanced or reasoned view, or which explore more than one possible perspective on an issue</li> <li>Experiment with the presentation of various views (own and others, biased and balanced) through discussion, debate and drama</li> <li>Develop an understanding of an issue and the points on either side of this</li> <li>Write balanced arguments with paragraphs for and against the topic being discussed</li> </ul>	<ul style="list-style-type: none"> <li>Use abstract nouns which link to the text type, e.g. belief, justice</li> <li>Include words and phrases that signal both sides of the argument, e.g. On the one hand, However</li> <li>Include devices to build cohesion within and across paragraphs, e.g. adverbials, tense choices</li> <li>Use generic nouns, e.g. supporters, believers</li> <li>Include generic statements followed by specific examples e.g. "Some people believe this to be a bad idea. [supporting ideas next]"</li> <li>Begin to use modal verbs to indicate possibility.</li> <li>Write a conclusion that sums up the argument and offers a reasoned opinion</li> <li>Use relative clauses to add detail, including relative embedded clauses e.g. "HS2, which was first proposed in 2009, is not expected to be entirely completed by 2032."</li> <li>Adverbials should be utilised across the text. Fronted adverbials should make use of a comma. "Earlier this year, protesters blockaded a railway near..."</li> <li>Brackets, dashes and commas used to mark parenthesis "High Speed Two (HS2) is a large..."</li> </ul>	<ul style="list-style-type: none"> <li>Include paragraphs for and against point being discussed with supporting evidence</li> <li>Develop a concluding statement that might show the author's view which has been reached based on evidence given</li> <li>Decide whether to create a paragraph for, then one to counter this or whether to present an argument for and against a point within the same paragraph. This will depend on audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that a personal view can be given in the conclusion, but must be justified by evidence given. It is the choice of the teacher (depending on pedagogy, audience and purpose of unit) whether the concluding paragraph offers a personal view or leaves this up to the reader to draw their own conclusion.</li> </ul>	
<b>Year 6 build on previous study discussion texts and...</b>		<b>Through written work, build on previous knowledge of discussion texts reports and...</b>	<b>Through written work, build on previous knowledge of discussion texts and...</b> (See generic structure)	<b>Build on previous knowledge of discussion texts and...</b>
<ul style="list-style-type: none"> <li>Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions which:</li> <li>summarise different sides of an argument</li> <li>clarify the strengths and weaknesses of different positions</li> <li>signal personal opinion clearly</li> <li>draw reasoned conclusions based on available evidence</li> <li>Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument.</li> <li>Explore orally and then write a balanced report of a controversial issue</li> </ul>	<ul style="list-style-type: none"> <li>Use conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition</li> <li>Use terms and phrases for persuasive argument, e.g. similarly... whereas...</li> <li>Succinctly summarise key views and points</li> <li>Use formal language which is appropriate to audience and purpose of unit</li> <li>Use the passive for formality, e.g. The environment is threatened by...</li> <li>Use the subjunctive to increase formality when appropriate, e.g. If HS2 were to happen, the destruction it may cause..."</li> <li>Where appropriate, use direct speech punctuation to include quotations.</li> <li>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</li> </ul>	<ul style="list-style-type: none"> <li>Decide whether to create a paragraph for, then one to counter this or whether to present an argument for and against a point within the same paragraph. This will depend on audience and purpose. It should be clearly modelled by the teacher.</li> <li>Critically analyse strengths and weaknesses of different positions and draw reasoned conclusions where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Use other text types to support discussion, e.g. explanation of how the heart works might form part of a discussion about the importance of healthy eating.</li> <li>Deliberately break rules and conventions of genre i.e. authorial intent</li> </ul>	

## Non-fiction Progression (Discussion texts)

- 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

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