

## DISCUSSION TEXTS

*"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."*



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.

### Generic Structure

- The most common structure includes:
  - a statement of the issues involved and a preview of the main arguments;
  - arguments for, with supporting evidence and examples;
  - arguments against or alternative views, with supporting evidence and 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.

### Language Features

- Written in simple present tense as commonly accepted facts.
- Generalises the participants and things it refers to using uncountable noun phrases (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power).
- Uses reinforcing and opposing adverbs to link ideas between sentences and paragraphs (therefore, however, in addition to, as a result of, furthermore).
- Generic statements are often followed by specific examples (Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that ...)
- Sometimes combined with diagrams, illustrations, moving images and sound to provide additional information or give evidence

### Suggested Contexts

- KS1: points of view
- LKS2: letters, debate
- UKS2: formal & informal letters , balanced arguments, debate, newspaper reports

## WORD

YEAR 1

YEAR 2

YEAR 3

YEAR 4

YEAR 5

YEAR 6

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|----------------------|--|---|---|---|--|
| First & third person | <p>Formation of nouns using suffixes (-ness, -er)</p> <p>Use of -er and -est in adjectives</p> | <p>Formation of nouns using a range of prefixes (super-, anti-, auto-)</p> <p>Use of 'a' or 'an' according to whether the next word starts with a vowel</p> | <p>Standard forms of English verb inflections (we were rather than we was, I did rather than I done)</p> <p>Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners</p> | <p>Converting nouns or adjectives into verbs using suffixes (-ate, -ify, -ise)</p> <p>Verb prefixes (dis-, de-, mis-, over-, re-)</p> | <p>Difference between formal and informal vocabulary and structures</p> <p>Formal verb inflections</p> |
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## SENTENCE

| YEAR 1   | YEAR 2  | YEAR 3  | YEAR 4  | YEAR 5  | YEAR 6   |
|--|---|---|---|---|--|
| <p>Oral rehearsal of sentence structure</p> <p>Joining words and joining clauses using 'and' and 'because'</p> | <p>Functions of sentence types: statement, command, exclamation or question</p> <p>Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun) – selecting adjectives thoughtfully for additional information they provide.</p> <p>Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because) e.g. use 'because' to extend reasoning, for example, 'I think that the wolf is naughty because he</p> | <p>Use of prepositions (during, in, because of, before, after), adverbs (next, soon, therefore) and conjunctions (when, while, after, because, soon, while) to express time and cause</p> <p>Formation of subordinate clauses using subordinating conjunctions</p> <p>Use of rhetorical questions</p> | <p>Use of a wider range of subordinating conjunctions</p> <p>Use of preposition phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'most people with a reasonable knowledge of the subject...', 'all dogs with a history of violence...', 'all the sporty girls in the class...'</p> | <p>Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun e.g. follow generic statements with more specific examples, for example, 'There are those however who disagree. Mr T Rexus, who is a well-respected palaeontologist, has argued instead that...'</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] e.g. use adverbs of possibility to help express a personal opinion in the final paragraph, for</p> | <p>Use of modal verbs to indicate degree of certainty</p> <p>Use of the passive voice</p> <p>Use of subjunctive form</p> |

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|  | scares the little pigs’. |  |  | example, ‘With the growing amount of evidence in this area, perhaps now is the time to accept the argument that...’ |  |
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## TEXT

| YEAR 1                                      | YEAR 2   | YEAR 3   | YEAR 4  | YEAR 5   | YEAR 6   |
|---|--|--|---|--|--|
| Sequencing sentences to form short passages | Correct choice and use of present tense throughout writing, presenting information as commonly accepted facts. | <p>Introduce paragraphs as a way to group related information, e.g.</p> <ul style="list-style-type: none"> <li>- write an introduction to show why you are debating the issue, for example, ‘There is always a lot of disagreement about x and people’s views vary a lot.’</li> <li>- group arguments for and arguments against in separate paragraphs</li> </ul> <p>Use of subheadings e.g. use headings to present arguments for and arguments against</p> | <p>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</p> <p>Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition, e.g. use a range of nouns referring to the same subject e.g. many dog-owners argue that...they go onto state that...these animal lovers also make the point that...</p> | <p>Devices to build cohesion within a paragraph (then, after, that, this, firstly</p> <p>Use of adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs</p> <p>Tense choice to link ideas (he had seen her before)</p> <p>Use of correlating conjunctions</p> | <p>Use of a wider range of cohesive devices to link ideas across paragraphs e.g. build and use a range of connecting adverbs to move between opposing views, for example, on the other hand, in contrast, alternatively, conversely, on the contrary, in opposition.</p> <ul style="list-style-type: none"> <li>- repetition of a word or phrase</li> <li>- use of a wider range of adverbials</li> <li>- ellipsis</li> <li>- paired arguments vs grouped arguments</li> </ul> |

## PUNCTUATION

| YEAR 1   | YEAR 2  | YEAR 3   | YEAR 4   | YEAR 5  | YEAR 6  |
|--|---|--|--|---|---|
| <p>Separating words with spaces</p> <p>Use of capital letters and full stops to demarcate sentences</p> <p>Use of capital letters for names and the personal pronoun 'I'</p> | <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes for singular possession</p> | <p>Use of inverted commas to punctuate direct quotes</p> | <p>Use of commas after fronted adverbials e.g. use connecting adverbs/adverbials to present further justification of a point of view, for example, furthermore, in addition, also</p> <p>Apostrophes for plural possession</p> | <p>Brackets, dashes and commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> | <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses e.g. use colons to: introduce questions for discussion, for example, 'the pressing issue now is: what should happen to....?'; introduce a quotation to support a viewpoint, for example, 'supporters of this view often refer to the well-known proverb: 'treat others as you would wish to be treated'; to prepare the reader for a revelation of the author's opinion in the final paragraph, for example, 'The final conclusion is therefore clear in my mind: animal testing must be banned immediately'.</p> |