



Progression in Discussion Texts



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| N | <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). |
| R | <p>Experience and recognise that others sometimes think, feel and react differently from themselves</p> <ul style="list-style-type: none"> • 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 own or another's preferences, e.g. what they like to eat and why • Listen and respond to ideas expressed by others in discussion • Initiate conversations, attend to and take account of what others say <p>Grammar Focus:</p> <ul style="list-style-type: none"> • Communicate opinions through simple written sentences <i>e.g. I hope....I like.....I wish...</i> • Show awareness of the listener • Use the personal pronoun 'I' in discussions e.g. during a discussion about their age Matilda said, 'I'm 6 years old!' • In discussions, use joining words such as and, but, because to begin exploring thinking |
| Y1 | <p>Through talk and role play explore how others might think, feel and react differently from themselves and from each other</p> <ul style="list-style-type: none"> • In reading explore how different characters might think, feel and react differently from themselves and from each other • Write a sentence (or more) to convey their opinion and a sentence (or more) to convey the contrasting opinion of another e.g. 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> <p>Grammar Focus:</p> <ul style="list-style-type: none"> • How words can combine to make sentences • Join words and join clauses using 'and' e.g. use 'and' to begin exploring thinking further, for example, <i>'I would give the toy back and say sorry to the little girl!'</i> • Sequences sentences to form short narratives • Separates words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I |
| Y2 | <p>Through reading, role play, drama techniques and in life situations, recognise, that different people and characters from texts, have different thought/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</p> <ul style="list-style-type: none"> • Write a series of sentences to convey their opinion, and a series of sentences to convey the contrasting opinion of another <p>Grammar Focus:</p> <ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. use 'because' to extend reasoning, for example, <i>'I think that the wolf is naughty because 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 e.g. children generate questions for discussions following reading e.g. should the boy give the toy back? • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] e.g. use noun phrases to generalise, for example, <i>some people, everyone in the class, all the boys, most of the girls</i> |



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| Y3 | <p>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 character's feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> • 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 in the right/wrong and present reasons for their opinion <p>Grammar Focus:</p> <ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Introduction to paragraphs as a way to group related material e.g. • 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.' • group arguments for and arguments against in separate paragraphs <p>Headings and sub-headings to aid presentation e.g. use headings to present arguments for and arguments against.</p> |
| Y4 | <ul style="list-style-type: none"> • In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced • 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 <p>Grammar Focus</p> <ul style="list-style-type: none"> • 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...' • Fronted adverbials • 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>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> <ul style="list-style-type: none"> • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition <p>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> |
| Y5 | <p>In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), 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</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Plan, compose, edit and refine a balanced discussion presenting two sides of an argument following a debate <p>Grammar Focus:</p> <ul style="list-style-type: none"> • 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...' • 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 example, 'With the growing amount of evidence in this area, perhaps now is the time to accept the argument that...' • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] e.g. build on the range of connecting adverbs/adverbials used in year 4 to present further justification of a point of view, for example, moreover, besides which, additionally, similarly. |



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Y6

- 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
- 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

Grammar Focus:

- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections 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.***
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] e.g. end with a summary paragraph, using bullet points to present recommendations
- 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’.***