KS2 – Non Fiction Progression Plan: Discussion texts (Writing to Inform)

It is our intention that writing across the curriculum will inspire, engage and challenge all pupils, enabling them to develop the skills to effectively communicate their thoughts, ideas and emotions to others. We aim to build the pupils' stamina for writing , vocabulary knowledge and understanding of grammar, by creating a positive approach to an increasingly wide range of text types.

We recognise the importance of fostering a culture where pupils take pride in their writing, write clearly and accurately and modify their language choices to suit a variety of audiences, purposes and contexts.

To support children moving towards independent writing at the age-related standard, we provide a wide range of writing stimuli, including the use of film and imagery; modelled, shared and guided writing; peer conferencing and group discussion. We believe that these rich and varied techniques will support our writers across the curriculum.

Progression in Non- Fiction

Discussion texts are not limited to controversial issues but polarised views are generally used to teach this text types as it makes it easier 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. Rachel Clarke

Year 3/4	Year 5/6

Composition

Year 3/4	Year 5/6
Planning • Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar. Drafting • Compose and rehearse sentences orally (including dialogue) progressively building a rich and varied vocabulary and range of sentence structures • Organise paragraphs around them. Evaluating and Editing • Assess the effectiveness of their own and others' writing suggesting improvements. • Propose changes to grammar and vocabulary to improve consistency (including the accurate use of pronouns). • Proof read for spelling and punctuation errors. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Planning • Identify the audience and purpose of the writing and select the appropriate form. • Note and develop initial ideas, drawing on reading and research, where necessary. Drafting • Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning. • Longer passages/stamina for writing. • Use a range of devices to build cohesion within and between paragraphs. • Consider how other writers have developed their writing in a variety of different examples. Evaluating and Editing

	• Assess the effectiveness of their own and others' writing.
	• Propose changes to vocabulary, grammar and punctuations to enhance effects and clarify meaning.
	• Ensure the consistent and correct use of tense throughout a piece of writing.
	• Ensure correct subject and verb agreement when using singular and plural.
	• Proof read for spelling and punctuation errors.
	Perform their own compositions, using the appropriate intonation, volume and movement so that the meaning is clear.
Handwriting	
• Horizontal and diagonal strokes needed to join letters.	• Writing legibly, fluently and with increased speed.
• Mostly joined/joined knowing not to join capital letters	• Joined handwriting.
• Increase consistency, legibility and quality of handwriting.	• Choosing a writing style for the task

Inspired by Rachel Clarkes progression documents www.primaryenglishshed.co.uk. This in turn was influenced by 'Progression in Narrative' produced by the National Strategies.

Discussion (Writing to Inform)

Generic text Structure	Year group organisation of genre	Grammatical/sentence features/punctuation	Planning and Preparation
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. The structure may include: ✓ A statement of the issues involved an a preview of the main arguments; ✓ Arguments for, with supporting evidence/examples. ✓ Arguments against or alternative views, with	Year 3 and 4/ 5 and 6 • Clear introduction stating the views. • Paragraphs organised around key ideas/subject and issues. To organise and prioritise the most important argument. • Formal language used throughout to show a balanced viewpoint. • Clear conclusion summarising a viewpoint adding cohesion.	Year 3 • Variation in **sentence structures** (subordinate clauses) • Introduce **rhetorical questions**. • Express time, place and cause using **conjunctions** (e.g. so, because, before, after, while) • **Adverbs** of time, place and manner. • **Adverbs** to show how often • **Prepositions** • Written in the present tense. This can include other forms such as **present**	Year 3 and 4/5 and 6 Consider, are you writing to entertain, inform, persuade, discuss Look at a variety of different texts designed to discuss (First time genre is introduced is LKS2 so more time will need to be spent on unpicking the text type and its features). Questions often make good titles e.g. Should everyone travel less to conserve global energy? Use the introduction to show why you are debating the issue e.g. There is always a lot of disagreement about x

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supporting evidence/examples. Another common structure presents the arguments for and against alternatively. ✓ 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. Common Forms of discussion texts: Write up of a debate Newspaper Article Leaflet giving a balanced argument		**perfect** e.g. some people have said… • Begin to use **paragraphs** to organise ideas. • Use **headings and sub-headings** to aid presentation. • Discuss importance of using 'Standard English' • **Commas in lists** • Introduce **inverted commas** when quoting and to demonstrate excitement Year 4 • Variation in **sentences structure** including prepositional phrases, expanded noun	and people's views vary a lot. Make sure you show both sides of the argument fairly. Support each viewpoint presented with reasons and evidence. If you opt to support one particular viewpoint in your conclusion, give reasons for your decision. Discussion texts can be combined with other text types. Re-read your discussion as if you know nothing about the subject. Check that there are no gaps in the information.

Essay		phrases and subordinate clauses. • Use **rhetorical questions** effectively. • Turning opinion into fact more effectively. • Effective use of emotive language. • **Nouns and pronouns** used within and across sentences to aid cohesion and avoid repetition. • A wider range of **conjunctions.** • **Fronted adverbials** • **First and third person.** • Use **paragraphs** to organise ideas around a theme. • Standard English to be used.	Organise the points into the best order and decide which persuasive information you will add to support each. Plan for some elaboration and explanation to support your ideas so that the text doesn't end up sounding like a list. Think about the counter arguments your reader might come up with and plan evidence to make them incorrect or irrelevant. Try to appear reasonable and use facts. Choose strong, positive words and phrases to avoid sounding negative. Use short sentences for emphasis.

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		- Commas after fronted adverbials. **Apostrophes** to mark singular and plural possession. - Use of **inverted commas** and other punctuation to indicate direct speech.	Re-read the text as if you have no opinion and decide if you could be persuaded. Remember that you can use persuasive writing in other text types.