

## Key subject knowledge

- Usually written in the present tense
- Generalises (*some people, most cats*): this may be followed by specific examples
- Uses adverbs to link: *also, therefore, however*
- May use images to provide additional information or give evidence
- Could use a question for a title
- Introduction usually explains why the issue is being debated
- Shows both sides of the argument clearly
- Viewpoints may be supported with reasons, evidence and examples
- May support one side in the conclusion
- Could be combined with other text types

## Purpose for writing

- Present a balanced overview of an issue or topic

## Ideas for publication

- Newspaper report/magazine article
- Non-fiction book around an issue
- Leaflet

Consider carefully who your **audience** will be. This will inform how it is written, how much detail is needed and the level of formality

# Non-fiction: Discussion

## Progression

The table below illustrates progression in the national curriculum and how it **could** be linked to the text type

<p><b>Year 1</b></p>	<p>Discuss a wide range of poems, stories and non-fiction          Listen to what others have to say          Orally compose a sentence before writing giving an opinion or viewpoint          Write a sequence of sentences giving a viewpoint          Discuss what they have written with the teacher or other pupils          Use 'and' to join clauses          Re-read to check for sense          Punctuate using capital letters and full stops (<i>other punctuation <b>could</b> be used: question marks, exclamation marks</i>)          Use a capital letter for people, places, days of week and person pronoun, 'I' as needed</p>
<p><b>Year 2</b></p>	<p>Discuss and give views about a wide range of contemporary and classic poetry, stories and non-fiction          Listen to what others have to say in discussion and recognise that others may have different viewpoints          Read non-fiction books which are structured in different ways          Give viewpoints when writing about personal experiences and real events          Have a purpose for writing          Before writing, say and note key ideas and appropriate vocabulary          Punctuate using capital letters and full stops (<i>other punctuation <b>could</b> be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession</i>)          Write statements (<i>questions <b>could</b> be used</i>)          Conjunctions to explain thinking          Evaluate writing for sense, correct verb form, including the progressive (where appropriate)          Proof-read for spelling, punctuation and grammar          Read aloud with appropriate intonation to support meaning</p>

# Non-fiction: Discussion

<p><b>Year 3/4</b></p>	<p>Listen to, read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Listen to what others have to say</p> <p>Ask questions to develop understanding</p> <p>Orally summarise key points</p> <p>Discuss how language, structure and presentation support meaning</p> <p>Discuss and record ideas in advance of writing</p> <p>Increase range of sentence structures</p> <p>As appropriate: use the present perfect form of verbs; fronted adverbials; conjunctions, adverbs and prepositions to express time and cause</p> <p>Organise paragraphs around a theme</p> <p>Use a wider range of conjunctions to explain (<i>when, if, because, although</i>)</p> <p>Select nouns and pronouns for clarity and cohesion</p> <p>Use simple organisational devices such as headings and sub-headings</p> <p>Evaluate own and other's writing by suggesting improvements</p> <p>Suggest changes to grammar and vocabulary to improve consistency</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear</p>
<p><b>Year 5/6</b></p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Summarise main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identify how language structure and presentation contribute to meaning</p> <p>Distinguish between statements of fact and opinion</p> <p>In discussion build on their own and others' ideas and challenge views courteously and provide reasoned justifications for their views</p> <p>Explain and discuss what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Note initial ideas, drawing on reading and research where necessary</p> <p>Select appropriate grammar and vocabulary, giving attention to enhancing meaning</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>As appropriate: modal verbs or adverbs to indicate degrees of possibility; the perfect form of verbs to mark relationship of time and cause; expanded noun phrases to convey complicated information concisely; relative clauses</p> <p>As appropriate: commas to clarify meaning; hyphens to avoid ambiguity; bracket, dashes or commas to indicate parenthesis, semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Using further organisational and presentational devices to structure and guide the reader: headings, bullet points, underlining <b>could</b> be used</p> <p>Evaluate how effective their own and others' writing is</p> <p>Propose changes to vocabulary, grammar and punctuation to clarify meaning</p> <p>Ensure consistent and correct use of tense throughout</p> <p>Ensure appropriate register for writing</p> <p>Proof-read for spelling and punctuation errors</p>