

## 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<br/>         Listen to what others have to say<br/>         Orally compose a sentence before writing giving an opinion or viewpoint<br/>         Write a sequence of sentences giving a viewpoint<br/>         Discuss what they have written with the teacher or other pupils<br/>         Use 'and' to join clauses<br/>         Re-read to check for sense<br/>         Punctuate using capital letters and full stops (<i>other punctuation <b>could</b> be used: question marks, exclamation marks</i>)<br/>         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<br/>         Listen to what others have to say in discussion and recognise that others may have different viewpoints<br/>         Read non-fiction books which are structured in different ways<br/>         Give viewpoints when writing about personal experiences and real events<br/>         Have a purpose for writing<br/>         Before writing, say and note key ideas and appropriate vocabulary<br/>         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>)<br/>         Write statements (<i>questions <b>could</b> be used</i>)<br/>         Conjunctions to explain thinking<br/>         Evaluate writing for sense, correct verb form, including the progressive (where appropriate)<br/>         Proof-read for spelling, punctuation and grammar<br/>         Read aloud with appropriate intonation to support meaning</p> |

# Non-fiction: Discussion

|                 |   |   |
|-----------------|---|---|
| <b>Year 3/4</b> | <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>Evaluate own and other's writing by suggesting improvement</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><u>Year 3 (Grammar specific)</u></p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Express time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i>], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>As appropriate: use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p> |
|                 | <p><u>Year 4 (Grammar specific)</u></p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p><b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i>]</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition</p> <p><b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use of commas after <b>fronted adverbials</b></p> |   |

# Non-fiction: Discussion

|                        |  |   |
|------------------------|--|---|
| <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>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>  | <p><u>Year 5 (Grammar specific)</u></p> <p><b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i>] or <b>modal verbs</b> [for example, <i>might, should, will, must</i>]</p> <p>Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>As appropriate, using the perfect form of verbs to mark relationships of time and cause</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> |
|                        | <p><u>Year 6 (Grammar specific)</u></p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p> <p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>]</p> <p>As appropriate, using the perfect form of verbs to mark relationships of time and cause</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> |   |

