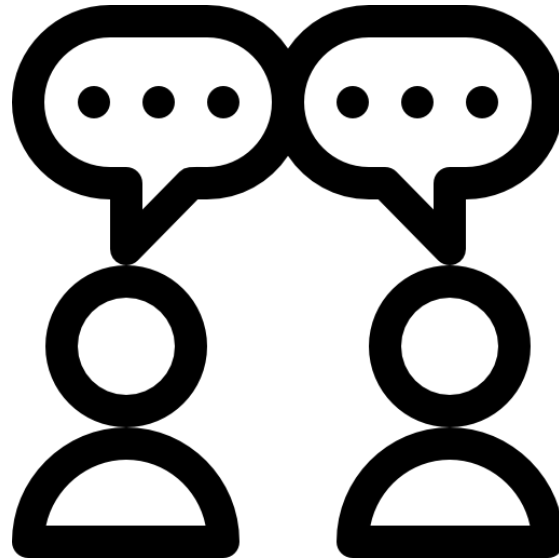


Writing to Discuss



Writing to Discuss

This is a progression guide which details the content to be mastered in each year group when 'Writing to Discuss'. It is intended for use by teachers at William Booth Primary and Nursery School to ensure consistency and progression. It is not broken down by term as it is unlikely that in either year 5 or year 6 there will be sufficient time to complete more than 1 or 2 writing to discuss units. It should be noted there is some substantial cross over between writing to inform and to discuss but there is enough nuances for a writing to discuss unit to be necessary. As with writing to inform, writing to discuss works better if about a topic children have a substantial amount of declarative knowledge about.

Text Types	This section lists the suggested text types teachers could teach in this year group when teaching children to write to discuss. It is not expected that all text types are covered that year.
Text Structure	Writing to discuss follows a similar structure to writing to inform with the caveat that both sides of an argument are presented by the writer.
Grammar and Sentences	This section clearly states the grammar and sentence types to be explicitly taught in this year group. This grammar and sentence work should be taught explicitly before children try to use it in extended pieces. Good grammar and sentence knowledge is the foundation of extended writing.
Adverbials	In writing to discuss, adverbials often serve a different purpose to the purpose they serve in writing to entertain. They are mostly used for cohesion. As can be seen in this document, children become progressively more confident in their use of adverbials, starting with them as a sequencing tool (next, later etc.) to later using them to link ideas across sentences (However/Consequently).
Conjunctions	Conjunctions are the bedrock of any effective writing to discuss. They allow the writer to express ideas of increasingly complexity, relaying cause and effect, change of direction etc. It is therefore essential that children know a lot about the subject matter they intend to write about: complex sentences require complex ideas. This document clearly sets out how children progress in their confidence in using conjunctions.
Punctuation Content	This section clearly states the expectations regarding punctuation content. As with grammar and sentences this content should be taught explicitly.

Writing to Discuss: Year 5

Text Types		Text Structure
Balanced argument Essay	Newspaper article Review	Introduction should engage the reader Middle sections should use paragraphs with topic sentences and share a balanced view Ending should create a round the piece off and create a sense of completion

Grammar and Sentences

<p>Use <i>subordinating conjunctions</i> in varied positions</p> <ul style="list-style-type: none"> • <i>Because of its integral role in reducing carbon, plankton must be protected.</i> • <i>Penguins, if the sea ice melts, will not have enough food.</i> <p>Use adverbials to create cohesion across and within sentences.</p> <ul style="list-style-type: none"> • <i>Despite, conservationists best efforts, big cat numbers are still in decline.</i> • <i>As a result of deforestation, Orangutan’s natural habitats are being destroyed.</i> • <i>On the other hand, there are advantages to zoos.</i> <p>Use modal verbs to convey degrees of probability</p> <ul style="list-style-type: none"> • <i>It could be argued... Some might say...</i> <p>Use relative clauses to provide supporting detail</p> <ul style="list-style-type: none"> • <i>The rainforest, which covers almost a third of South America...</i> <p>Vary sentence lengths for purpose</p> <ul style="list-style-type: none"> • <i>Long sentences to enhance information; short sentences for impact.</i> 	<p>Use synonyms to avoid repetition (the artful synonym)</p> <ul style="list-style-type: none"> • <i>Crocodiles are reptiles... . These cold-blooded creatures...</i> <p>Make effective use of appositives to add detail about nouns</p> <ul style="list-style-type: none"> • <i>New York City, the largest city in the United States, is a major tourist attraction.</i> • <i>A devoted Christian, Alfred vowed to repel the Viking hoards.</i> • <i>Fast-moving and agile, mongooses are experts at catching small prey.</i>
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Adverbials

However	Furthermore	Therefore	Despite	Nevertheless	In conclusion	Consequently	For example
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Conjunctions

because	although	in order to	before	whether	whereas	rather	even if
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Punctuation Content

Use brackets or dashes for parenthesis, including for emphasis Use semi-colons to punctuate complex lists, including when using bullet points Use semi-colons to mark related clauses	Use colons to introduce lists or sections Secure use of commas to mark clauses, including opening subordinate clauses Begin to use colons and semi-colons to mark clauses
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Writing to Discuss: Year 6

Text Types		Text Structure
Balanced argument Essay	Newspaper article Review	Introduction should engage the reader Middle sections should use paragraphs with topic sentences and share a balanced view Ending should create a round the piece off and create a sense of completion

Grammar and Sentences

<p>Use <i>subordinating conjunctions</i> in varied positions</p> <ul style="list-style-type: none"> • <i>Because of its integral role in reducing carbon, plankton must be protected.</i> • <i>Penguins, if the sea ice melts, will not have enough food.</i> <p>Use adverbials to create cohesion across and within sentences.</p> <ul style="list-style-type: none"> • <i>Despite, conservationists best efforts, big cat numbers are still in decline.</i> • <i>As a result of deforestation, Orangutan’s natural habitats are being destroyed.</i> • <i>On the other hand, there are advantages to zoos.</i> <p>Use modal verbs to convey degrees of probability,</p> <ul style="list-style-type: none"> • <i>It could be argued... Some might say...</i> <p>Use relative clauses to provide supporting detail</p> <ul style="list-style-type: none"> • <i>The rainforest, which covers almost a third of South America...</i> <p>Vary sentence lengths for purpose</p> <ul style="list-style-type: none"> • <i>Long sentences to enhance information; short sentences for impact.</i> 	<p>Use synonyms to avoid repetition (the artful synonym)</p> <ul style="list-style-type: none"> • <i>Crocodiles are reptiles... . These cold-blooded creatures...</i> <p>Make effective use of appositives to add detail about nouns</p> <ul style="list-style-type: none"> • <i>New York City, the largest city in the United States, is a major tourist attraction.</i> • <i>A devoted Christian, Alfred vowed to repel the Viking hords.</i> • <i>Fast-moving and agile, mongooses are experts at catching small prey.</i> <p>Begin to use the passive voice to maintain impersonal tone.</p> <ul style="list-style-type: none"> • <i>The wolves were reintroduced to Yellowstone Park</i>
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Adverbials

However	Furthermore	Therefore	Despite	Nevertheless	In conclusion	Consequently	For example
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Conjunctions

because	although	in order to	before	whether	whereas	rather	even if
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Punctuation Content

Use brackets or dashes for parenthesis, including for emphasis Use semi-colons to punctuate complex lists, including when using bullet points Use semi-colons to mark related clauses	Use colons to introduce lists or sections Secure use of commas to mark clauses, including opening subordinate clauses Begin to use colons and semi-colons to mark clauses
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Discourse Markers

Sequence	Cause and effect	Change of direction
First Second Third Next Then Subsequently Furthermore Finally In conclusion	Because So Therefore Due to If ... then ... Consequently	But Unfortunately, Fortunately, However, Although, On the other hand, Despite...

Compare and contrast	Description	Problem and Solution
Like the ... , Similarly Equally Just as In the same way On the other hand In contrast Whereas	For example, For instance, Such as, Also Furthermore Additionally Moreover	Consequently Therefore As a result If ... then ...

Sentence Signposts

Emphasis	Generalisation
Most of all, Least of all, Most importantly, In fact,	Usually Typically A few Some Most Occasionally The majority

Introduction	Ending
Why is... ? Have you ever ... ? Everybody has heard of ... Read on, and follow these ...	In conclusion, Finally, The most amazing/surprising/interesting thing ... Warning!