



## Progression in Writing - Discussion / Balanced Argument



### Audience

Always consider your audience before beginning to plan and write.

### 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.

### Common examples of text type

- Non-fiction book on an 'issue'.
- Write-up of a debate.
- Leaflet or article giving balanced account of an issue.
- Writing editorials about historical attitudes to gender, social class, colonialism etc.
- Writing letters about pollution, factory farming or smoking.
- Writing essays giving opinions about literature, music or works of art.

### Generic Text Structure

### Planning and preparation

<p>The most common structure includes:</p> <ul style="list-style-type: none"> <li>• A statement of the issues involved and a preview of the main arguments.</li> <li>• Arguments for, with supporting evidence/examples.</li> <li>• Arguments against or alternative views, with supporting evidence/examples.</li> <li>• Another common structure presents the arguments 'for' and 'against' alternately.</li> <li>• Discussion texts usually end with a summary and a statement of recommendation or conclusion.</li> <li>• The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions often make good titles e.g. Should everyone travel less to conserve global energy?</li> <li>• Use the introduction to show why you are debating the issue e.g. There is always a lot of disagreement about _____ and people's views vary a lot.</li> <li>• Make sure you show both/all sides of the argument fairly.</li> <li>• Support each viewpoint presented with reasons and evidence.</li> <li>• If you opt to support one particular view in the conclusion, give reasons for your decision.</li> </ul>
<b><u>Progression in skills</u></b>	
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>
<b>KS1</b>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>

## LKS2

- Present tense
- Third person
- Language to illustrate a balanced viewpoint e.g. On one hand, On the other hand, Some people think, Others think.
- Use present perfect form of verbs e.g. some people have argued....some people have said
- Effective use of noun phrases e.g. uncountable noun phrases (some people, most dogs). Nouns that categorise (vehicles, pollution) and abstract nouns (power).
- A number of paragraphs, each one giving a point for or against supported with evidence.
- Use adverbials e.g. therefore, however...
- Pictures, labels or captions could be used to support the argument.
- Headings and subheadings could be used to aid presentation.
- A concluding paragraph to summarise main reasons for and against and also provide a personal opinion supported with evidence.

### Possible text layout:

#### Introduction

A title which should be a question.

Sentences to introduce the issue to be discussed.

#### Main body

A number of paragraphs, each one giving a point for or against, supported with evidence.

#### Conclusion

Sentences to summarise key points for and against.

Personal recommendation with reason.

UKS2  
As for LKS2  
plus:

- Cause and effect connectives e.g. consequently, hence.
- (Y6) Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials e.g. therefore, however.
- (Y6) Make formal and informal vocabulary choices to adapt writing to the form of discussion e.g. by making generic statements followed by specific examples e.g. Most vegetarians disagree. Dave Smith, a vegetarian, for 20 years, commented...

- (Y6) Use the passive voice to present points of view e.g. it could be claimed that... It is possible that...some could claim that...
- (Y6) Adapt degrees of formality and informality to suit the form of the discussion e.g. whether writing a formal letter or a blog. This can include vocabulary choices e.g. choosing habitat rather than home or indicate rather than shows.
- (Y6) Use conditional forms such as the subjunctive form to hypothesise e.g. If people were to stop hunting whales...
- (Y6) Semi-colons, colons and dashes can be useful for developing and linking ideas in complex discussion texts.

**Possible text layout:**

**Introduction**

A title which should be a question.

Sentences to introduce the issue to be discussed and why it is being discussed.

**Main body**

A number of paragraphs, each one giving a point for or against supported and elaborated with evidence.

**Conclusion**

Summary of key points for and against.

Personal recommendation and give a reason for it.