

## Progression in Discussions

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.

Examples: Non-fiction book on an 'issues', write-up a debate, leaflet or article giving balanced account of an issue, writing letters about pollution, factory farming or smoking, writing essays giving opinions about literature, music or works of art.

| Year | Genre Features   | Text Features   | Sentence Features  | Grammatical Features  | Punctuation   |
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| 1    |  |   |  |   |   |
| 2    |  |   |  |   |   |
| 3    | <ul style="list-style-type: none"> <li>Explore how different views might be expressed/explained/justified e.g. the different view of characters in a particular book</li> <li>Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Write a scene from a narrative from two key characters' perspectives, showing a contrast in viewpoint</li> <li>Write a summary statement/series of sentences expressing own opinion on the characters viewpoints and present reasons for opinions</li> </ul> | <ul style="list-style-type: none"> <li>Introduce paragraphs as a way to group related information;                             <ul style="list-style-type: none"> <li>- write an introduction to show why you are debating the issue</li> <li>- group arguments for and arguments against in separate paragraphs</li> </ul> </li> <li>Subheadings to present arguments for and arguments against</li> </ul> | <ul style="list-style-type: none"> <li>Express time and cause:                             <ul style="list-style-type: none"> <li>- Prepositions; <i>during, in, because of, before, after</i></li> <li>- Adverbs; <i>next, soon, therefore</i></li> <li>- Conjunctions; <i>when, while, after, because, soon</i></li> </ul> </li> <li>Formation of subordinate clauses</li> <li>Rhetorical questions</li> </ul> | <ul style="list-style-type: none"> <li>Subordinating conjunctions</li> <li>Expressing time, place and cause using conjunctions example, when, before, after, while, so, because</li> </ul>  | <ul style="list-style-type: none"> <li>Inverted commas to punctuate direct quotes</li> </ul>                                |
| 4    | <ul style="list-style-type: none"> <li>Begin to recognise which texts present a single (biased) viewpoint and which try to be more objective and balanced Through questioning and debate, explore the expression of different views</li> </ul>   | <ul style="list-style-type: none"> <li>Paragraphs to organise ideas around a theme                             <ul style="list-style-type: none"> <li>- different sides of an argument,</li> <li>- present arguments in separate paragraphs</li> <li>- decide on a course of</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases '<i>most people with a reasonable knowledge of the subject...</i>', '<i>all dogs with a</i></li> </ul>   | <ul style="list-style-type: none"> <li>A wider range of subordinating conjunctions</li> <li>Preposition phrases</li> <li>Subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency</li> </ul> | <ul style="list-style-type: none"> <li>Comma after fronted adverbials</li> <li>Apostrophes for plural possession</li> </ul> |

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|   | <p>through discussion, role play and drama</p> <ul style="list-style-type: none"> <li>Give well-structured, and extended, justification for feelings and opinions</li> </ul>   | <p>action/personal stance</p> <ul style="list-style-type: none"> <li>- summarise reasons in final paragraph</li> <li>Appropriate choice of pronoun or noun, within and across sentences to aid cohesion and avoid repetition</li> </ul>   | <p><i>history of violence...'</i>, <i>'all the sporty girls in the class...'</i></p> <ul style="list-style-type: none"> <li>Connecting adverbs/adverbials to present further justification of a point of view; <i>furthermore, in addition, also</i></li> </ul>   |  |  |
| 5 | <ul style="list-style-type: none"> <li>Distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue</li> <li>Experiment with the presentation of various views (own and others, biased and balanced) through discussion, debate and drama</li> <li>Plan, compose, edit and refine a balanced discussion presenting two sides of an argument following a debate</li> </ul>   | <ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph; <i>then, after, that, this, firstly</i></li> <li>Adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs</li> <li>Tense choice to link ideas (he had seen her before)</li> <li>Follow generic statements with more specific examples, <i>'There are those however who disagree. Mr T Rexus, who is a well-respected palaeontologist, has argued instead that...'</i></li> </ul> | <ul style="list-style-type: none"> <li>Relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun</li> <li>Degrees of possibility using adverbs, <i>perhaps, surely</i></li> <li>Adverbs of possibility to help express a personal opinion in the final paragraph, <i>'With the growing amount of evidence in this area, perhaps now is the time to accept the argument that...'</i></li> </ul> | <ul style="list-style-type: none"> <li>Correlating conjunctions</li> <li>Adverbs</li> <li>Relative clauses</li> <li>Create cohesion within paragraphs using adverbials</li> <li>Layout devices to provide additional information and guide the reader</li> </ul>   | <ul style="list-style-type: none"> <li>Brackets, dashes and commas to indicate parenthesis</li> <li>Commas to clarify meaning or avoid ambiguity</li> </ul>  |
| 6 | <ul style="list-style-type: none"> <li>Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument</li> <li>Write a balanced report of a controversial issue: <ul style="list-style-type: none"> <li>- summarise fairly the competing views</li> <li>- analyse strengths and weaknesses of different positions</li> <li>- draw reasoned conclusions where appropriate</li> <li>- use formal language and presentation as appropriate</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Cohesive devices to link ideas across paragraphs</li> <li>A range of connecting adverbs to move between opposing views: <i>on the other hand, in contrast, alternatively, conversely, on the contrary, in opposition.</i></li> <li>Repetition of a word or phrase</li> <li>A wider range of adverbials</li> <li>Ellipsis</li> </ul>  | <ul style="list-style-type: none"> <li>Modal verbs to indicate degree of certainty</li> <li>Passive voice</li> <li>Subjunctive form</li> </ul>  | <ul style="list-style-type: none"> <li>More complex examples of: Adverbs of time, place, manner</li> <li>Modifiers used to intensify or qualify</li> <li>Nouns and pronouns used for clarity and cohesion</li> <li>Controlled and precise verb forms</li> <li>Fronted adverbials</li> <li>Modal verbs</li> <li>Tense changes according to the purpose</li> <li>Reported speech as well as direct speech</li> <li>Abstract nouns</li> </ul> | <ul style="list-style-type: none"> <li>Semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>Colons to: <ul style="list-style-type: none"> <li>- introduce questions for discussion, <i>'the pressing issue now is: what should happen to...?'</i>;</li> <li>- introduce a quotation to support a viewpoint, <i>'supporters of this view often refer to the well-known proverb: 'treat others as you would wish to be treated'';</i></li> </ul> </li> </ul> |

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|  | <ul style="list-style-type: none"><li>• Set out opposing views in separate paragraphs</li><li>• Choose the appropriate style and form to suit a specific purpose and audience</li><li>• Use diagrams, illustrations, moving images and sound to provide additional information where appropriate</li></ul> |  |  |  | <p>- to prepare the reader for a revelation of the author's opinion in the final paragraph, <i>'The final conclusion is therefore clear in my mind: animal testing must be banned immediately'</i>.</p> |
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