



Non-fiction: Discussion

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

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Progression

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

Year 1	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 could be used: question marks, exclamation marks</i>) Use a capital letter for people, places, days of week and person pronoun, 'I' as needed
Year 2	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 could be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession</i>) Write statements (<i>questions could 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

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Year 3/4	Listen to, read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Listen to what others have to say Ask questions to develop understanding Orally summarise key points Discuss how language, structure and presentation support meaning Discuss and record ideas in advance of writing Evaluate own and other's writing by suggesting improvement Suggest changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear	<u>Year 3 (Grammar specific)</u> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Express time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>] Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation As appropriate: use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
		<u>Year 4 (Grammar specific)</u> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 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>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials

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Year 5/6	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Summarise main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identify how language structure and presentation contribute to meaning Distinguish between statements of fact and opinion In discussion build on their own and others' ideas and challenge views courteously and provide reasoned justifications for their views Explain and discuss what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own Note initial ideas, drawing on reading and research where necessary Select appropriate grammar and vocabulary, giving attention to enhancing meaning Evaluate how effective their own and others' writing is Propose changes to vocabulary, grammar and punctuation to clarify meaning Ensure consistent and correct use of tense throughout Ensure appropriate register for writing Proof-read for spelling and punctuation errors	<u>Year 5 (Grammar specific)</u> Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>] Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials 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, he <i>had</i> seen her before] Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity As appropriate, using the perfect form of verbs to mark relationships of time and cause Use expanded noun phrases to convey complicated information concisely Use the perfect form of verbs to mark relationships of time and cause <u>Year 6 (Grammar specific)</u> 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>] Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. 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 subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech] Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>] As appropriate, using the perfect form of verbs to mark relationships of time and cause Use expanded noun phrases to convey complicated information concisely Use the perfect form of verbs to mark relationships of time and cause
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