



Holly Park School Writing Learning Organiser

Year 6

Genre: Discussion/Balanced Argument	Phase: KS2 Write up of a debate – Newspaper Article – Leaflet giving balance argument - Essay	Purpose: Inform
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Learning Objectives

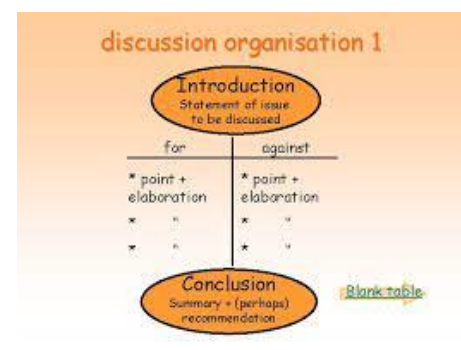
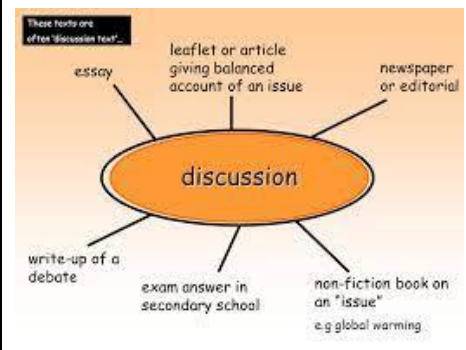
Pupils should be taught to plan their writing by:
 discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas
 Draft and write by:
 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
 Evaluate and edit by:
 assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Prior Knowledge	Progression in Skills	Vocabulary
What will I know by the end of the unit?	<p>Purpose To present arguments and information from different viewpoints To show for and against</p> <p>In exploring and presenting a particular argument begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced. Explore the expression of different views through discussion, role play and drama.</p> <p>Organisation Introduction Arguments for Arguments against Conclusion OR Introduction Point 1 – Argument for and against Point 2 – Argument for and against Conclusion Point 3 – Argument for and against</p> <p>Logical Conjunctions</p>	<p>Conclusion - The summing up of an argument or a text</p> <p>Conditionals - Avoids a definitive view e.g. could, should</p> <p>Discussion - A conversation or debate about a specific topic in order to reach a decision</p> <p>Impersonal Voice - Something does not really have a belonging e.g. it is believed</p> <p>Introduction - An explanatory section at the beginning of a book, speech or report to briefly introduce the subject matter</p> <p>Logical conjunctions - A word used to connect two or more sentences together e.g. Furthermore</p> <p>Present tense - The tense that shows an action is currently going on</p> <p>Third person - The use of they, he, she rather than I or we</p>
<p>Usually starts with a question To be able to write an introduction – what is the argument text going to be about? Include arguments for the issue Include arguments against the issue Include a conclusion Usually written in present tense Written in third person Formal tone Know that your text must have cohesion</p>		
<p>Usually starts with a question To be able to write an introduction – what is the argument text going to be about? Include arguments for the issue (include supporting evidence)</p>		

Include arguments against the issue (include supporting evidence)
 Include a conclusion
 Usually written in present tense • Written in third person
 Formal tone
 Impersonal voice
 Technical vocabulary
 Write effective arguments

Possible Curriculum Links

However On the other hand Nevertheless In contrast In addition
 Moreover The main reasons against First of all As a result
 Some people believe Many people After much thought



discussion conventions

- * Don't take sides - say what "people" think
 - Some people say...
 - Others argue...
 - Smokers would claim that...
 - Non-smokers reply...
- * Keep it balanced, e.g.
 - On the one hand...
 - On the other hand...
- * Don't be too definite - use conditionals
 - It could be claimed...
 - This might mean...
 - possibly perhaps

discussion text

- * presents arguments and information from different viewpoints
- * "for and against"

discussion organisation 2

Introduction

Arguments for:

- *
- * etc

Arguments against:

- *
- * etc

Conclusion

When you have made your grid skeleton, write the introduction. Then write one paragraph 'for' (or one paragraph per point 'for') and one paragraph 'against' (or one paragraph per point 'against'). Then write the conclusion.

[Discussion organisation 1](#)

discussion organisation 3

Introduction (including outline of points to be discussed)

Point 1: for
 against

Point 2: for
 against

Point 3: for
 against

Conclusion

When you have made your grid skeleton, write the introduction. Then write a paragraph about point one, a paragraph about point two, etc. Then write your conclusion

etc, etc

[Discussion organisation 1](#)

Technical Vocabulary - Vocabulary specific to a particular theme/subject

Evidence - Using key facts to support something

Balanced Argument - Not taking sides, being able to find reasons for and against something.

Formal Tone - A formal tone helps establish the writer's respect for the audience and suggests that the writer is serious about his or her topic. It is the kind of tone that educated people use when communicating with other educated people. Most academic writing uses a formal tone.

Useful Vocabulary

I will present..
 Following that I will...
 One argument for this is that...
 ...fundamentally flawed...
 ...an easy answer that avoids...
 I would counter this view....
 It seems plausible to...
 Moreover...
 In point of fact...
 The evidence I would use to support this is...
 It surprises me that...
 It is my conviction...
 Finally I would like to add...
 Even though there has been a long history of activists...

PUNCTUATION

Use a wide range of punctuation throughout the writing.

GRAMMAR

Noun
 Expanded noun phrases to convey complicated information concisely.

Verbs
 Use modal verbs.

	<p>Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>
TEXT STRUCTURE	SENTENCE
<p>Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.</p>	<ul style="list-style-type: none"> • Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against... • Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally • Sentence length and type varied according to purpose. • Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions... • Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths... • Prepositional phrases used cleverly. e.g. In the event of a blackout...