

Tickhill Estfeld English Progression Map: Discussion Texts

Suggested approaches by year group:

Reception	<ul style="list-style-type: none"> • Experience and recognise that others sometimes think, feel and react differently from themselves • Talk about how they and others might respond differently to the same thing e.g. like a particular picture or story when someone else doesn't • Give oral explanations e.g. their own or another's preferences, e.g. what they like to eat and why • Listen and respond to ideas expressed by others in discussion • Initiate conversations, attend to and take account of what others say
Year 1	<ul style="list-style-type: none"> • Through talk and role play explore how others might think, feel and react differently from themselves and from each other • In reading, explore how different characters might think, feel and react differently from themselves and from each other • Write a sentence (or more) to convey their opinion and a sentence (or more) to convey the contrasting opinion of another e.g. character from a book or peer in the class etc e.g. I think that he should give the toy back but James thinks that he should keep the toy because...
Year 2	<ul style="list-style-type: none"> • Through reading, role play, drama techniques and in life situations, recognise, that different people and characters from texts, have different thought/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of Little Red Riding Hood differently to red Riding Hood herself. • Write a series of sentences to convey their opinion, and a series of sentences to convey the contrasting opinion of someone else.
Year 3	<ul style="list-style-type: none"> • Through reading, role play and drama, explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, or the different view of people writing to a newspaper). In the process, draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence • Write a traditional tale (or a scene from any narrative) from two key characters' perspectives, showing a contrast in viewpoint • Write a summary statement/series of sentences expressing their own opinion on the characters viewpoints e.g. who was in the right/wrong and present reasons for their opinion
Year 4	<ul style="list-style-type: none"> • In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced • Through questioning and debate, continue to explore the expression of different views through discussion, role play and drama • Give well-structured, and extended, justification for feelings and opinions
Year 5	<ul style="list-style-type: none"> • In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), 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 • Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama • Consider and evaluate different viewpoints, noting when justifications for a particular viewpoint are strong or weak • Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions which: <ul style="list-style-type: none"> - summarise different sides of an argument - clarify the strengths and weaknesses of different positions - signal personal opinion clearly - draw reasoned conclusions based on available evidence • Plan, compose, edit and refine a balanced discussion presenting two sides of an argument following a debate.

Year 6

- Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument
- First explore orally and then write a balanced report of a controversial issue:
 - summarising fairly the competing views
 - analysing strengths and weaknesses of different positions
 - drawing reasoned conclusions where appropriate
 - using formal language and presentation as appropriate
- Experiment with setting out opposing views in separate paragraphs or as alternate points within a paragraph and consider impact
- Choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate. Sometimes diagrams, illustrations, moving images and sound may be used to provide additional information or give evidence