

Unit 6 Discussion Texts: Cross-Curricular Issues

Summary and context

The children should have previous experience of discussion texts; this is to be reviewed at the start of day one. The children should have attempted writing a discussion text before beginning the unit. Teachers should have a range of topics available. It is likely that they will want to make links with *QCA Schemes of Work*, e.g. History topics such as: ‘Should the Elgin Marbles be returned to Greece?’ ‘Should the Pope have given Henry VIII a divorce?’ ‘Was the Roman invasion good for Britain?’.

All lessons are designed so that they are easily differentiated for a range of abilities.

Overview of objectives

Target statements for writing	NLS Framework objectives
<p>Style: sentence construction</p> <ul style="list-style-type: none"> Adapt and rearrange sentences in relation to text type, using subordinate clauses to add information, to give reasons and to explain. 	Y5 T2 S3
<p>Style: language effects</p> <ul style="list-style-type: none"> Use appropriate grammatical features for different text types. 	Y6 T2 S2
<p>Punctuation</p> <ul style="list-style-type: none"> Use punctuation effectively in a range of text types. 	Y5 T2 S5
<p>Purpose and organisation</p> <ul style="list-style-type: none"> In non-fiction writing, elaborate the basic structure of text types in order to make writing more effective in relation to audience and purpose. Use a repertoire of causal and logical connectives as well as those that signal time, e.g. <i>however, therefore, next, meanwhile</i>. In non-fiction, apply features of non-fiction types for use in other curriculum subjects, e.g. instructional texts for technology. 	Y4 T3 T16/22 Y5 T3 S7 Y5 T3 T21/24

Outcomes

Work completed during this unit will enable children to recall and use key features of discussion text, having internalised the writing frame. This will lead to an extended piece of writing that will be evaluated and edited in lesson 3. The audience and purpose of the discussion text will be dependent upon the chosen topic or issue.

Homework

- Pre-task work, to identify issues to use for shared writing.
- Research on chosen topic or issue.

Resources

- Relevant discussion texts including historically appropriate documents
- Prepared texts incorporating key features: example 1 on OHP, example 2 on individual sheets or transparencies for children
- Cards containing arguments for and against the topic or issue selected for lesson 1

Unit 6 Discussion Text: Cross-Curricular Issues

Lesson 1

Lesson objectives

- to recognise format, features and language of introductions and conclusions in discussion texts.

Shared whole class work

Shared reading

- Look at a range of introductions and conclusions and highlight key features.

Sentence level

- Shared writing of introduction.
- Focus on sentence level and punctuation, e.g. *simple present tense, logical connectives, movement from the generic to the specific.*

Key points to highlight

- Begin with statement of issue to be discussed, outline argument.
- Sum up arguments for and against, giving evidence.
- A conclusion must contain your reason.

Independent/guided work

Independent task

- Children choose an issue, selected during whole class discussion and write a conclusion.

Guided task

- Focus group works with teacher or additional adult to write conclusion to their chosen issue.

Plenary

- Focus group to present their conclusion to class.
- Discussion to decide on the strength of evidence, stressing the importance of giving reasons for the conclusion.

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Lesson 2

Lesson objectives

- to revise the features of a discussion text and use them to write an argument.

Shared whole class work

Shared reading

- Examine a selection of for and against arguments on a range of issues.

Sentence level

- In shared writing create for and against arguments using bullet points, colons, numbers or letters on chosen issue.

Key points to highlight

- Points must be balanced.
- Words and phrases selected to persuade.
- Use of first and third person.
- Appropriate punctuation.
- Identify opinion and bias, versus fact.

Independent/guided work

Independent task

- Use a writing frame to structure a discussion text based on a chosen issue.

Guided task

- Play a memory game: matching cards then identifying the issue.

Plenary

- Introduce issues for a piece of extended writing to be done in another lesson, for example QCA *Schemes of Work*: History Unit 14: 'Should the Elgin Marbles be returned to Greece?'.

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Lesson 3

Lesson objectives

- to edit and redraft extended writing discussion text. To restructure for and against bullet points into cohesive paragraphs.

Shared whole class work

- Use examples from children's extended writing to join points from two sentences into one using connectives.
- Model shared writing of complex sentences.

Key points to highlight

- More sophisticated format involves use of two paragraphs (one for, one against).
- Connectives support the logic of the piece.
- A complex sentence can be used to present both points of view.

Independent/guided work

Independent task

- To edit or rework the previous lesson's piece of writing (for and against arguments) into a more polished form.

Guided task

- To write a discussion text using the checklist produced in shared writing.

Plenary

Role-play: parliamentary debate on chosen issue.

Unit 6 Discussion Text: Cross-Curricular Issues

Lesson 1 example

Teaching	Teaching and learning strategies
<p>Objectives</p> <p>Teacher: <i>We are going to remind ourselves about the key features of a discussion text and then look closely at introductions and conclusions.</i></p> <p><i>The purpose of a discussion text is to present arguments and information from different viewpoints.</i></p> <p>Invite children to turn to partner and see how many key features they can remember.</p>	
<p>Shared whole class work</p>	
<p>T: <i>Let's write up as many as we can remember.</i></p> <p>Scribe key features onto a checklist.</p>	<p>Teacher scribing</p>
<p>T: <i>I want you to work with your partner and read through these examples of introductions and conclusions. Highlight the main features of each. Remember to ask each other the reason for highlighting each feature.</i></p>	<p>Children work in pairs – response partners</p>
<p>T: <i>OK, let's list what we have found from our study of these examples.</i></p> <p>Teacher to list on board features identified by children:</p> <p>Introductory paragraph begins with a statement explaining the issue.</p> <p>It contains an indication that there is more than one side to this argument.</p> <p>It sometimes gives a hint as to the strongest case.</p> <p>The conclusion recaps the issue and the opposing sides.</p> <p>It often emphasises the strongest case, either in first or third person.</p> <p>Some examples do not choose one side or the other but suggest that the issue is still debatable.</p>	<p>Listing</p>
<p>T: <i>Can someone choose an issue from the list? We'll begin with the title then I want us to write the introduction together.</i></p> <p><i>Can we have some ideas for a good title for this issue?</i></p>	<p>Teacher highlights chosen issue</p>
<p>T: <i>What is the first thing we need to think about for our introduction?</i></p> <p>Direct question to collect information from the class.</p> <p>Children use the checklist to find 'statement explaining the issue'.</p>	<p>Teacher to scribe</p>

Teaching**Teaching and learning strategies**

T: *Well done. How can we state our issue? Remember that we could refer to ourselves – ‘When we are considering the issue of...’ – or we could use a less personal approach: ‘It is often suggested that ...’.*

Children discuss ideas in pairs and offer them.

Teacher chooses from pupils’ contributions and explains the choice. The completed statement is written up on OHP or board.

T: *Now we need to suggest two different points of view on this issue, so what are two possible points of view?*

Two possible viewpoints are explained by the teacher, rehearsed orally and stated in written form.

Teacher demonstration and modelling

T: *I want you to work with your partner and compose one or two sentences that suggest two points of view about this issue. Remember my example. I used present tense and used ‘however’ as a connective.*

Children compose a statement for their introductory paragraph.

Teacher takes contributions, chooses and explains the choice as it is written up.

Re-read to check for accuracy and effect

T: *Let’s read through our introduction so far. Are we all happy with that or would anyone like to suggest changes?*

Children respond and explain why their suggestions will improve the statement then piece is amended accordingly.

Independent task

T: *For independent work you are going to write at least one introduction of your own from a selection of issues. These are your choices...*

Read options from board.

T: *Remember your checklist for the features of an introduction.*

The teacher should be certain that key points are included on the checklist.

T: *Check the time when you begin each one and record how long it takes you to write each one. You have 20 minutes to write them all.*

Children setting own work challenge

Guided task

T: *Can we remind ourselves about the key features of a concluding paragraph?*

Children respond, making reference to list.

Revising

T: *We are going to work together to write the conclusion to one of the issues on the board. Which issues would you like to choose and why?*

Reach a group consensus.

T: *Let's first of all think about the opposing sides of this issue.*

Teacher leads brief discussion demonstrating note making using key words to recap arguments for and against.

Teacher demonstration

T: *Now we'll circle the strongest arguments in our notes.*

Lead the group to agree a conclusion to the issue and direct them to write the first sentence of the final paragraph.

T: *How can we indicate that we are writing the final paragraph?*

Use connectives such as 'finally', 'in conclusion', 'having studied both sides', etc.

T: *I want you to begin your paragraph with, 'Having examined both sides of the arguments I think that...because...'*

Stress the importance of stating a reason.

Encourage children to read through their sentences. Support children's work by comparing and generalising, isolating weaknesses, recapping on lesson objectives and supporting improvement.

Teacher models process

Teacher leads group to write an alternative ending.

Plenary

T: *Let's see which were the popular issues. Put up your hand if you chose issue 1.*

Invite one child from the guided group to present their conclusion to that issue. Respond to the conclusion, checking that it has all of the elements highlighted.

Children reflect on contributions and purpose of task

T: *I want you to turn to your partner and decide on the arguments you would need to go through to get from this introduction to that conclusion.*

You've got two minutes to jot down some key words. Will your evidence support this conclusion?

Paired discussion

Using evidence in support

Flag up the checklists again.

The National Literacy Strategy

Year 5 Booster Units

Unit 6 Discussion Text: Cross-Curricular Issues

Lesson 2 example

Teaching	Teaching and learning strategies
<p>Objective</p> <p>Teacher should have colour coded the checklist from the previous lesson to group the features into three categories: the way the text appears on the page; words and phrases that indicate a discussion; the way the piece is organised. (See p.154 <i>Grammar for Writing</i>.)</p> <p>Teacher: <i>Today we are going to look at the middle section of a discussion text where writers deal with the arguments for and against the issue.</i></p>	
<p>Shared whole class work</p> <p>Use prepared texts incorporating key features. Put example 1 on OHP and example 2 on individual sheets for children to share.</p> <p>T: <i>I want us to read through the arguments for and against some different issues. As we read I want you to think about the ways in which they are presented on the page and the vocabulary that is used.</i></p> <p>Teacher and children read through. Teacher leads discussion to cover use of: bullet points, numbers, letters of the alphabet, connectives, persuasive writing, emotive writing, diagrams, illustrations, graphs, fact, opinion and bias. Add to the checklist begun the previous lesson.</p> <p>T: <i>Now it's your turn. Underline the features of a discussion text that you can find in your examples.</i></p> <p>Children work in pairs to underline the features. Then teacher summarises the main points whilst children respond and check.</p>	<p>Investigating text</p> <p>Teacher modelling; explanation</p> <p>Making contributions to discussion</p> <p>Paired work Highlighting key points</p>

Teaching	Teaching and learning strategies
<p>T: <i>We are now going to look at an issue that we have not studied or discussed yet and we are going to list the for and against arguments for this issue.</i></p> <p>Teacher introduces the issue and asks for possible arguments. Children write key words onto pieces of paper which are then pinned onto board.</p> <p>T: <i>Now that we have a range of arguments, how do we want to organise them on the page?</i></p> <p>Take suggestions: use bullet points, colons or numbers or alphabet, etc.; match up points for and against so that those opposite each other relate to the same aspect of the issue; ensure a balance; highlight fact, opinion, bias, etc.</p>	<p>Teacher scribes or children come forward</p>
<p>Independent task</p> <p>T: <i>You are now going to write the arguments for and against this issue.</i></p> <p>Remind pupils to ensure a balanced view is presented. Children to work in pairs, each taking one side of the argument.</p> <p>Focus group works with an additional adult.</p>	
<p>Guided task</p> <p>T: <i>Here on the table we have a selection of arguments on a range of issues. There are several matching pairs that give two sides to one issue.</i></p> <p><i>You have to take turns to pick up two cards and decide if you have two opposing sides. If you do, you have to identify the issue and you can keep the cards. If you do not, you must put the cards back to the same place and it is the turn of the player next to you.</i></p> <p>If time allows, pupils can write (shared writing) the introduction/conclusion to one of the issues presented on a matching pair of cards.</p>	
<p>Plenary</p> <p>T: <i>This afternoon in history/geography/science you are going to write a discussion text based on the issue we've just been looking at. What do we need to make sure we have in our writing?</i></p> <p>Reiterate all aspects of checklist.</p>	<p>Summarising key points</p>

The National Literacy Strategy

Year 5 Booster Units

Unit 6 Discussion Text: Cross-Curricular Issues

Lesson 3 example

Teaching	Teaching and learning strategies
<p>Objectives</p> <p>Teacher: <i>Today we are going to work on the extended writing you produced yesterday afternoon, editing and redrafting it into a more sophisticated format.</i></p>	
<p>Shared whole class work</p> <p>T: <i>I have chosen some examples from your work to show you how we can develop opposing points into complex sentences. Here are some matching, opposing points.</i></p> <p>Have these examples written out on the board, pieces of paper, OHP, etc.</p> <p>T: <i>These are clear arguments for and against. We can change this in two ways. First, we can organise all of the 'for' arguments into one paragraph using connectives. Let's see if we can do this.</i></p> <p>Teacher and children work together to group arguments using connectives.</p> <p>T: <i>By focusing on two points we can also produce sentences which present the opposing sides. What kinds of connective can we use to do this and how are they different to the ones we used in the last part of the lesson?</i></p> <p>Highlight difference between connectives such as 'furthermore', 'in addition', 'also', etc., and those that present opposing cases, e.g. 'however', 'on the other hand', 'whilst others suggest that', 'in contrast', etc.</p> <p>Children then work to link two opposing ideas using whiteboards.</p>	<p>Teacher scribing</p>
<p>Independent task</p> <p>T: <i>You are now going to rework the middle section of your writing from yesterday using one or other of the formats we have looked at today.</i></p>	

Teaching**Teaching and learning strategies****Guided task**

T: *We are going to work at writing a full text using the method that we looked at in the sentence level work. Our issue is... What do we need to include?*

Children recap on all of previous work in this supported writing.

Revising
Making suggestions

Plenary

T: *We now have a clear idea about writing texts and we can present our views in a format that you may well be familiar with – a parliamentary debate. The issue of...is being debated in Parliament and we are going to role-play the arguments put forward.*

Teacher allocates the numbers for the two sides of the argument and chairs the debate.