

Discussion Writing

Samples

Notes

This document contains sample slides from our range of Discussion Writing resources.

It is NOT a lesson!

The unit contains a Teacher Guidance document which supports teachers planning a unit of work using our resources. Only the class teacher knows the needs of their class, with this in mind, we have prepared a wide range of resources for each unit for teachers to choose to adapt and use with their class.

For Discussion Writing, there are 8 editable PowerPoints which include the features of discussion writing.

In addition, there is a range of activities to support teaching the relevant features; WAGOLLS are integrated into PowerPoints.

Planners and Steps to Success are available too.

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What is a Discussion?

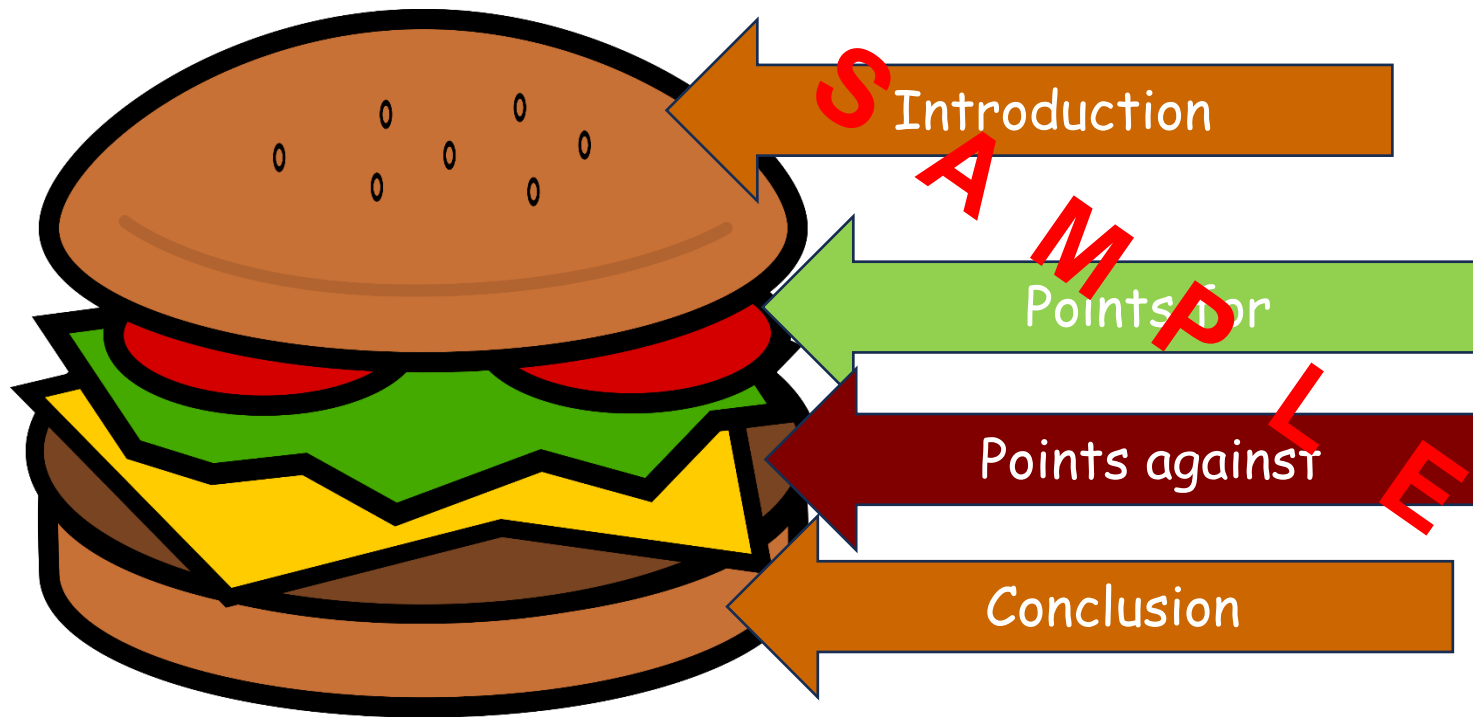
- a piece of writing that is used to present both sides of an issue or argument
- also known as a balanced argument.



Modelled writing - point 1 for

On the one hand, there is a shortage of retail outlets in the area and the council are keen to encourage residents to shop in their local area. Business owners say that they want to revitalize the area by offering goods and services close to where people live. Additionally, employers emphasize that employment opportunities for local people would be increased significantly if the park became a commercial zone.

Discussion structure 1



Discussion - conjunctions

Change of topic

- As regards
- With regard to
- As far as

For example:

As far as the welfare of animals is concerned, being kept in confined spaces is unhealthy and cruel.

SAMPLE

Quiz - question 1

Can you spot the use of present tense?

It should be noted, the cost of school uniform is too high for some families and that forcing parents into debt to meet school rules is wrong.

Great resources for you to choose

Writing Non Fiction

Discussion

Teacher Guide

SAMPLE

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PLANNING A UNIT OF WORK (continued)

WRITING REVIEW

The timing of this stage is flexible. If you have split the independent writing stage over 2 sessions, then you may want to allow time for the review at the end of each session. If you opted for 1 long independent writing session, then you may prefer to complete the review phase in a separate session.

Ample time must be allowed for the review process. There are various ways that this process can be achieved; the method you choose will depend on the age and maturity of the children or can be varied on each writing occasion. Options include:

1. Children read, review and edit their writing independently.
2. Peer review - children work in pairs to read, review and edit their writing.
3. Adult support - children are supported with the reviewing and editing of their writing. *[NB Y6 - writing reviewed in this way is not acceptable for moderation. Because the writing for moderation is mainly taken from Spring Term work, this could be a useful strategy to support children with this process in the Autumn Term.]*

A great resource for editing is The Repair Shop which is full-resourced and has a Teacher Guide - available on the website.

A note about the publishing of writing. Some schools ask children to then write a 'fair' copy of their finished piece of writing (after the review process). If that is your school policy, then you need to follow it; however, it is by no means clear that this act contributes to a child's learning and is not recommended as part of our planning guide.

[NB Y6 - moderators like to see the journey of a piece of writing and use the child's editing as evidence.]

The guidance is to help you plan but you must refer to your school's writing policy and comply with that.

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Discussion Features Hunt

I am looking for examples of the features of a discussion.

FEATURE	EXAMPLE
Present tense	
Third person	
Conjunctions	
Complex sentences	
Technical vocabulary	
Formal vocabulary	

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Change the Person Activity

However had they tried, they could not push the car by themselves.	They had had their time and had still failed to complete the puzzle.
Charging towards them was the largest rhinoceros of the group - "Help!" they shrieked as they tried to save themselves.	They took themselves to a quiet room to think about their behaviour.
Magically, the wizard made them all disappear.	The house was theirs, they had paid for it but he wouldn't give them the keys.
They invited themselves to the party but no one was pleased to see them.	Shouting loudly, they scared off the crowd which were eating their picnic.
There was dreadful news about the weather, they are expecting floods everywhere.	"Over there!" they screamed at the stage. "They are behind you!"

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Discussion Plan

INTRODUCTION

POINT 1 - FOR

POINT 2 - FOR

POINT 1 - AGAINST

POINT 2 - AGAINST

Conclusion

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STEPS TO SUCCESS - Discussion

FEATURES	
I have used logical structure to organize my writing.	<input checked="" type="checkbox"/>
I have used present tense .	<input type="checkbox"/>
I have used third person .	<input type="checkbox"/>
I have used formal and impersonal words .	<input type="checkbox"/>
I have used conjunctions .	<input type="checkbox"/>
I have used complex sentences .	<input type="checkbox"/>
I have used technical vocabulary .	<input type="checkbox"/>

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