

Discussion Toolkit



Y1/2:	Y3/4: as in Y1/2 & ...	Y5/6: as in Y3/4 & ...
To discuss a topic:		
<p><i>The following tools may be used to fuel discussion around key topics explored by the class. Whilst discussion may not have a transcriptional focus, it is important that children are building confidence in some key phrasing for discussion.</i></p> <ul style="list-style-type: none"> Raise key topics to be discussed through <i>should</i> questions: Should you have to wear a cycle helmet? Think of ideas and reasons for and against the topic. Compose <i>for</i> and <i>against</i> sentences: I think we should ... I think we should not ... Back up your ideas with reasons, facts and examples, using conjunctions: 'I think that ... because/so/so that, etc. 	<ul style="list-style-type: none"> Present the topic being discussed through a question: Is homework necessary? State clearly what is being discussed and why this matters: We are discussing whether (or not) ... This is important because ... Build up arguments through a series of time/addition openers: First of all, ... Secondly, ... Also, ... Furthermore, ... Introduce an opinion without bias: Some people believe that ..., There are many people who believe that ... Present the other opinion: However, ... On the other hand, ... Provide reasons to viewpoints using conjunctions and adverbials: so, because, therefore, whereas, similarly, as a result, however, moreover, on the other hand ... Use questions to engage the reader: Do you think that ...? Why is it that ...? Give equal importance to both sides. 	<ul style="list-style-type: none"> Consider your audience and vary your tone and formality for a desired effect. Catch the reader's interest with your title: Tragedy – who is to blame? Use ideas that will appeal to different stakeholders. Explore differing views and ideas, sometimes being tentative: It may be that ... It could be ... Back up different points of view with information, reasons or evidence (including quotations): Local residents claim that it is dangerous! Include counter arguments within paragraphs: Many people believe that ... however ... Weave in other non-fiction purposes, such as information/explanation: The age of the building means that both walls and foundations are unstable. As a result, there has been an increase in reported accidents.

Discussion – structure

Y1/2:	Y3/4:	Y5/6: as in Y3/4 & ...
To structure discursive writing:		
<p><i>If creating a response through shared writing, the following structure may be appropriate:</i></p> <p>Beginning</p> <ul style="list-style-type: none"> Tell the reader what you are about to discuss. <p>Middle part 1</p> <ul style="list-style-type: none"> Write about why it is a good idea. <p>Middle part 2</p> <ul style="list-style-type: none"> Write about why it might not be a good idea. <p>Ending</p> <ul style="list-style-type: none"> Write about what you have decided and give a reason why. 	<p>• Be clear in the title about what is being discussed: Do dragons exist?</p> <p>Beginning</p> <ul style="list-style-type: none"> Introduce the reader to what you are about to discuss. Explain why this matters at the moment: This is being discussed because a dragon has moved into the local area. <p>Middle part 1</p> <ul style="list-style-type: none"> Use topic sentences to show what paragraphs are about: Most people believe dragons do exist ... then back up the viewpoint. Provide as many points as you can think of that support the argument. <p>Middle part 2</p> <ul style="list-style-type: none"> Use topic sentences to show what paragraphs are about: On the other hand, there are those who believe that dragons do not exist ... then back up the viewpoint. Provide as many points as you can think of that counter the argument. <p>Ending</p> <ul style="list-style-type: none"> Write about what you have decided having considered both sides of the argument and explain why: Having considered both sides of the argument, I have concluded that ... because ... 	<ul style="list-style-type: none"> Manipulate the organisation of your writing to suit the audience: a letter, article, essay, news item, leaflet, interview, broadcast, etc. Present each argument and counterargument within a paragraph, starting with a clear topic sentence.