Progression in

Non-Fiction Texts

Lancashire
County
Council

LANCASHIRE PROFESSIONAL
DEVELOPMENT SERVICE

National Curriculum

Language and literacy

6.1 Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Spoken language

6.2 Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Reading and writing

6.3 Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Discussion Text: Balanced Argument

The purpose of discussion texts is to present various arguments and information from opposing viewpoints. Discussion texts provide a balanced viewpoint - noting facts and opinions from both sides of an argument or issue. This differs from a persuasive argument which provides a biased viewpoint. Whilst discussion texts can be taught discretely, they can also be found within non-fiction hybrids.

Due to the complexity of discussion texts, written discursive outcomes are more likely to be taught in Key Stage 2.

The following pages will explore the key skills and knowledge required to support the writing of discussion texts.

Note: the guidance below is not an exhaustive list of features that must be included. Rather, it is a toolkit to support the writing of discussion texts. When reading and analysing such texts, additional features and skills may be identified to be used.

Discussion Text: Key Skills Progression (taken from Lancashire Key Learning in Writing)						
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Vocabulary, grammar and punctuation		• Use subordination for time using *when, before* and *after.* • Use subordination for reason using *because and if.* • Use present tense for non-chronological reports and persuasive adverts.	• Explore, identify and create complex sentences using a range of conjunctions. • Select, generate and effectively use adverbs. • Use perfect form of verbs using *have* and *has* to indicate a completed action.	• Create sentences with fronted adverbials for when. • Create sentences with fronted adverbials for where. • Use commas after fronted adverbials. • Identify, select and use determiners including: - articles: *a/an, the* - demonstrative *this/that; these/those* - possessives: *my/your/his/her/its/our/their* - quantifiers: *some, any, no, many, much, every* • Use nouns for precision. • Explore, identify, collect and use noun phrases.	• Create complex sentences by using relative clauses with relative pronouns. • Create complex sentences where the relative pronoun is omitted. • Link ideas across paragraphs using adverbials for time, place and numbers. • Use devices to build cohesion within a paragraph. • Use expanded noun phrases to convey complicated information concisely.	• Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts. • Use repetition of a word or phrase to link ideas between paragraphs. • Explore how hyphens can be used to avoid ambiguity. • Explore, collect and use vocabulary typical of formal and informal speech and writing.

				• Explore, identify and use Standard English verb inflections for writing.	• Explore, collect and use modal verbs to indicate degrees of possibility. • Explore, collect and use adverbs to indicate degrees of possibility.	• Explore, collect and use subjunctive forms for formal speech and writing.
Composition		• Use specific text type features to write for a range of audiences and purposes e.g. *to instruct, inform, entertain, explain, discuss, persuade.*	• Group related material into paragraphs.	• Generate and select from vocabulary banks e.g. *adverbial phrases, technical language, persuasive phrases, alliteration.* • Use paragraphs to organise writing in fiction and non-fiction texts. • Use organisational devices in non-fiction writing. • Link ideas across paragraphs using fronted adverbials for when and where.	• Use devices to build cohesion. • Use organisation and presentational devices. • Ensure consistent and correct use of tense throughout a piece of writing. • Ensure consistent subject and verb agreement.	• Select appropriate register for formal and informal purposes. • Consciously control the use of different sentence structures for effect. • Use a wide range of devices to build cohesion within and across paragraphs.

Purpose What is the purpose of the writing?	The purpose of discussion texts is to present various arguments and information from opposing viewpoints. Discussion texts provide a balanced viewpoint - noting facts and opinions from both sides of an argument or issue.	
Audience Who is the intended audience? Who are you writing for?	**Possible Spoken Outcomes** - Question and Answer programme linked to an issue - Podcast or radio show	**Possible Written Outcomes** - Article in a newspaper or magazine - Essay providing opinions - Editorial in a magazine - Non-fiction book discussing issues

Language Toolkit Includes genre and grammatical features.	• Present tense and/or present perfect • A range of conjunctions to contrast, add to and link cause and effect such as: *furthermore, on the other hand, as a result* etc. • Adverbials to support cohesion • Generalised noun phrases such as: *some people, most adults, almost all teenagers, few children* etc. • Conditionals (which may include using the **subjunctive form**) such as: I*f deforestation **were to** continue, less animals would exist.* • Rhetorical questions may be used to address the reader or as the title for the discussion text • Use of passive voice: *It could be said that …* • Consider the level of formality required for the outcome and how this dictates the language used i.e. an informal blog, a formal discussion text etc. • Relative clause sentences may be used to support arguments: *Palm Oil, which is found in many kitchen staples, is a major contributing factor to deforestation.* • Use of **modal verbs** support degrees of possibility: m*ost people **would** agree, workers **should**, children **must*** etc. • Colons and semi-colons may be used in more complex sentence structures found in discussion texts.
Structure How will the writing be organised? What layout will you use?	The most common structure includes: • Title - A key question or topic to be discussed e.g. S*hould animals be used for entertainment?* • Introduction – an overview of the issue to be discussed. • Two or three key arguments for, with supporting evidence or examples. • Two or three key arguments against or alternative views, with supporting evidence or examples. • Conclusion or summary linking back to the introduction. The writer's viewpoint could be included at this stage. • Possible structures could be: **Table 1:** **Title** **Introduction** **Arguments for:** • **Point + evidence** • **Point + evidence** • **Point + evidence** **Arguments against:** • **Point + evidence** • **Point + evidence** • **Point + evidence** **Table 2:** **Title** **Introduction** **1st argument for: Point + evidence** **1st argument against: Point + evidence** **2nd argument for: Point + evidence** **2nd argument against: Point + evidence** **3rd argument for: Point + evidence** **3rd argument against: Point + evidence** **Summary and conclusion**

	Summary and conclusion

Knowledge for the Writer

- Rhetorical questions often make good titles: *Will computers ever be more intelligent than humans?*
- In the introduction ensure you introduce the reader to the discussion – you may need to add why you are debating the issue.
- Throughout the discussion, make sure you show the argument fairly from both sides.
- Ensure arguments selected for the discussion are the strongest, i.e. ones with the most supporting evidence and information.
- Support your views with reasons and evidence.
- In your conclusion, if you provide your own opinion, you must give a reason for your decision.
- Ensure the discussion text uses paragraphs to clearly outline each argument and its evidence.
- Headings and sub-headings may be used to support clarification in the discussion text.

Persuasive Texts:
Persuasive Argument

The purpose of a persuasive text is to convince the reader or audience to adopt a particular viewpoint, take a specific action, or believe in a certain idea. It aims to sway the reader's opinion by presenting compelling arguments, evidence and reasoning. Persuasive texts are commonly found in advertising, speeches, debates and political campaigns, amongst other contexts. They often appeal to emotions, logic and ethics to persuade effectively.

Persuasive arguments can be presented both orally and in writing, e.g. a persuasive speech or an argument to be published in a magazine. Texts vary considerably according to context and audience. Persuasion can often be combined with other text types to create a hybrid text. For example, a magazine article about palm oil may include an explanation of deforestation whilst also persuading the reader to reduce their use of products that contain palm oil.

The following pages will explore the key skills and knowledge required to support the writing of a persuasive argument.

Note: The guidance below is not an exhaustive list of features that must be included. Rather, it is a toolkit to support the writing of persuasive arguments. When reading and analysing such texts, additional features and skills may be identified to be used.

Persuasion Text: Key Skills Progression (taken from Lancashire Key Learning in Writing)						
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Vocabulary, grammar and punctuation		• Use sentences with different forms: statement, question, command, exclamation. • Secure the use of full stops, capital letters, exclamation marks and question marks. • Use subordination for time using *when, before* and *after*.	• Explore, identify and create complex sentences using a range of conjunctions. • Select, generate and effectively use adverbs. • Use perfect form of verbs using *have* and *has* to indicate a completed action.	• Create sentences with fronted adverbials for when. • Create sentences with fronted adverbials for where. • Use commas after fronted adverbials. • Identify, select and use determiners including: - articles: *a/an, the* - demonstrative *this/that; these/those* - possessives: *my/your/his/her/its/our/their*	• Create complex sentences by using relative clauses with relative pronouns. • Create complex sentences where the relative pronoun is omitted. • Identify and use commas to indicate parenthesis. • Identify and use brackets to indicate parenthesis, e.g. *in formal writing.*	• Manipulate sentences to create particular effects. • Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts. • Use repetition of a word or phrase to link ideas between paragraphs. • Explore and investigate active and passive.

		• Use subordination for reason using *because and if*. • Use present tense for non-chronological reports and persuasive adverts.		- quantifiers: *some, any, no, many, much, every* • Identify, select and effectively use pronouns. • Use nouns for precision. • Explore, identify, collect and use noun phrases. • Explore, identify and use Standard English verb inflections for writing.	• Identify and use dashes to indicate parenthesis, e.g. *in informal writing*. • Link ideas across paragraphs using adverbials for time, place and numbers. • Use devices to build cohesion within a paragraph. • Use expanded noun phrases to convey complicated information concisely. • Explore, collect and use modal verbs to indicate degrees of possibility. • Explore, collect and use adverbs to indicate degrees of possibility.	• Punctuate bullet points consistently. • Explore how hyphens can be used to avoid ambiguity. • Explore, collect and use vocabulary typical of formal and informal speech and writing. • Explore, collect and use question tags typical of informal speech and writing. • Explore, collect and use subjunctive forms for formal speech and writing.
Composition		• Use specific text type features to write for a range of audiences and purposes e.g. *to instruct, inform, entertain, explain, discuss, persuade*. **Performing** • Read aloud their writing with intonation to make the meaning clear.	• Group related material into paragraphs. • Use headings and sub headings to organise information. **Performing** • Use appropriate intonation, tone and volume to present their writing to a group or class.	• Generate and select from vocabulary banks e.g. *adverbial phrases, technical language, persuasive phrases, alliteration*. • Use paragraphs to organise writing in fiction and non-fiction texts. • Use organisational devices in non-fiction writing. • Link ideas across paragraphs using fronted adverbials for when and where. **Performing** • Use appropriate intonation, tone and volume to present their writing to a range of audiences.	• Use devices to build cohesion. • Use organisation and presentational devices. • Ensure consistent and correct use of tense throughout a piece of writing. • Ensure consistent subject and verb agreement. **Performing** • Use appropriate intonation and volume. • Add movement. • Ensure meaning is clear.	• Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. • Select appropriate register for formal and informal purposes. • Consciously control the use of different sentence structures for effect. • Use a wide range of devices to build cohesion within and across paragraphs.

					• Combine text types to create hybrid texts, e.g. *persuasive speech*. • Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences. • Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing. • Make conscious choices about techniques to engage the reader including appropriate tone and style. **Performing** • Use appropriate and effective intonation and volume. • Add gesture and movement to enhance meaning. • Encourage and take account of audience engagement.

Purpose What is the purpose of the writing?	Persuasive Argument: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.	
Audience Who is the intended audience? Who are you writing for?	**Possible Spoken Outcomes** - Persuasive speech - Documentary - TV broadcast - Video in the style of an 'influencer'	**Possible Written Outcomes** - Letter providing opinion - Article: online, in a newspaper, in a magazine - Leaflet or pamphlet
Language Toolkit Includes genre and grammatical features.	• Present tense and/or present perfect • A range of conjunctions to contrast, add to and link cause and effect such as: *furthermore, on the other hand, as a result* etc. • Adverbials to support cohesion • Generalised noun phrases such as: *some people, most adults, almost all teenagers, few children* etc. • Conditionals (which may include using the **subjunctive form**) such as: I*f deforestation **were to** continue, less animals would exist.* • Rhetorical questions may be used to address the reader or as used within the title: *Will computers ever be more intelligent than humans? How would you feel if…* • Use of passive voice: *It could be said that …* • Consider the level of formality required for the outcome and how this dictates the language used i.e. an informal blog, a formal persuasive letter to the government etc. • Relative clause sentences may be used to support arguments: *Palm Oil, which is found in many kitchen staples, is a major contributing factor to deforestation.* • Use of **modal verbs** support degrees of possibility: m*ost people **would** agree, workers **should**, children **must*** etc. • Colons and semi-colons may be used in more complex sentence structures. • Second person (direct address of the reader) may be useful to persuasive such as: *you wouldn't want to carry the responsibility etc.* • Adjectives to create persuasive noun phrases such as: *horrendous conditions, unbeatable results* etc. • Repetition can be used to strengthen the point of view and supports cohesion.	

Structure	
How will the writing be organised? What layout will you use?	The most common structure includes: • Title - A key question or topic to be argued e.g. *Should animals be used for entertainment?* • Introduction – includes an overview of the issue to be discussed and a summary of the viewpoint to be argued such as: *Many countries still use animals to entertain audiences. Although this may be the case, using animals for entertainment is cruel and this argument will outline why.* • Two or three key arguments to support the writer's viewpoint with evidence and/or examples to elaborate. • Conclusion links back to the introduction to repeat and reinforce the writer's viewpoint. *Using animals for entertainment is cruel, It is undeniable that… , all the evidence proves that…* • Persuasive argument structure <table><tr><td>**Title**</td></tr><tr><td>**Introduction**</td></tr><tr><td>**Key Arguments** • **Point + evidence / elaboration** • **Point + evidence / elaboration** • **Point + evidence / elaboration**</td></tr><tr><td>**Summary and conclusion**</td></tr></table> **Knowledge for the Writer** • Decide on the viewpoint you want to present and identify the key points to support it. • Organise the main points carefully (which argument should you open with?) and identify the supporting evidence. • Include evidence and/or elaboration for each key point. Ensure the argument does not become a list by avoiding repetition of evidence. • Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant. • Use facts to validate the argument. • Include emotive language to influence and persuade your reader. • Use exaggeration and bias to persuade your reader. • Sometimes bias and opinion may be presented subtly as facts: *The whole world agrees that…* • Use short sentences for impact.

	- Ensure your closing paragraph ends with one of the strongest arguments and links back to the opening statement to enhance cohesiveness and reiterate point. - Ensure the persuasive argument uses paragraphs to clearly outline each point and its evidence. - Assess the effectiveness of the argument by re-reading and deciding if you would be persuaded.

Sample