

## LESSON 4

### U: TO PLAN A DISCUSSION TEXT.

#### Writing

Pupils should be taught to plan their writing:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

### STARTER:

Ask the children to discuss with their partner the success criteria of a discussion text, filling in the gaps below. Take feedback and agree on features.

- \_\_\_\_\_ and \_\_\_\_\_ person
- \_\_\_\_\_ to organise ideas
- \_\_\_\_\_ conjunctions and adverbials (e.g. therefore, because, since, for this reason)
- Sentence \_\_\_\_\_ to link paragraphs (e.g. on one hand... on the other hand...)

### MAIN TEACHING:

Remind children of the issue they debated earlier in the week (make sure the ideas recorded during the debate are visible):

- What issue did we debate?
- What points were made **for**?
- What points were made **against**?
- Which side are you on? Why?

Hand out the planning scaffold to the children (see next page).

Model using bullet points and key words to plan the introduction and then ask the children to plan their own introduction with bullet points (using the key words in italics to help them). Ask a few children to share what they have written to check understanding and address any misconceptions.

Now model thinking back to the debate and thinking of reasons why Juliet **should** obey her parents (e.g. should respect parents, she is very young and needs guidance of more experienced parents, loves her parents and should want to please them). Model putting ideas into the green box in the plan using bullet points (children should think of at least 2 points).

Repeat with against arguments i.e. reasons Juliet **should not** listen to her parents (e.g. already married to Romeo, should have freedom of choice, she doesn't love Paris).

Finally, children complete plan by putting their own opinion (with reasons) in the conclusion box.

Title: <b>Should Juliet Obey her Parents?</b>
Introduction:  <i>issue, strong, argument, explore, both sides</i>
For paragraph (at least 2 reasons):
Against paragraph (at least 2 reasons):
Conclusion:  <i>In conclusion... I believe... because...</i>
WORD BANK

**Causal conjunctions and  
adverbials**

therefore

for this reason

because

since

as a result

due to

**Sentence starters to link  
paragraphs**

On one hand...

On the other hand...