

LESSON 4

U: TO PLAN A DISCUSSION TEXT.

National Curriculum Links

Writing

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

STARTER:

Ask children to discuss with their partner the language features they would expect to see in a discussion text. Take feedback and agree on key language features:

- **Words and phrases to link ideas between paragraphs**
- **Uncountable noun phrases (e.g. some people, most people)**
- **Adverbs of possibility (e.g. perhaps, surely)**
- **Modal verbs to show possibility (e.g. would, should, can)**

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 (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 the three strongest 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 first argument into the first green box in the plan. Children then complete all the green boxes with bullet points, using ideas from the debate to help them.

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, and filling in the 'word bank' boxes.

Title: Should Juliet Obey her Parents?
Introduction: <i>contentious, issue, strong, argument, explore</i>
First point for (with reasons):
First point against (with reasons):
Second point for (with reasons):
Second point against (with reasons):
Third point for (with reasons):
Third point against (with reasons):

Conclusion:

In conclusion... *I believe...* *because...*

WORD BANK

Words and
phrases to link
paragraphs:

Uncountable
noun phrases:

Adverbs of
possibility:

Modal verbs: