## **Handale Primary School**





Audience	Someone interested or involved in the topic under discussion
Purpose	To present a reasoned and balanced view of an issue
Typical Structure	<ul> <li>Opening paragraph that introduces the reader to the issue:</li> <li>Followed by a series of paragraphs in logical order:</li> <li>either beginning with all the arguments for, followed by all the arguments against</li> <li>or a series of contrasting points ending with a reasoned conclusion.</li> <li>paragraphs usually begin with a topic sentence</li> </ul>
Typical Language Features	<ul> <li>Connectives and signposts to guide the reader through the argument:</li> <li>that help to add on and order ideas and views, e.g. the first reason, also, further, moreover</li> <li>that help help to introduce other viewpoints, e.g. however, on the other hand, many people believe that, it might be thought that</li> <li>that help to conclude, e.g. in conclusion, having considered all the arguments, looking at this from both sides</li> </ul>
Examples	<ul> <li>Should healthy eating be compulsory?</li> <li>Should children be allowed to choose where to sit?</li> <li>How can we improve the playground?</li> </ul>

## **Connectives adding on more information**

- In addition
- Furthermore
- Moreover
- Additionally

## **Connectives signalling a different viewpoint:**

- On the other hand
- Alternatively
- However
- It could be argued that

## **Useful words for introducing opinions**

- believe
- think that
- suggest
- claim
- state