

Y6 Balanced Argument

KS2 Y6 English · Follows the national curriculum

Name _____ Class _____ Date _____

1. Worked example

Write an introduction for: 'Should pupils choose their own seats in class?'

Step 1 · State the issue

In many schools, teachers decide where pupils sit.

Step 2 · Pose the question

But should pupils be allowed to choose their own seats?

Step 3 · Signal both sides

There are strong arguments on both sides.

Answer: In many schools, teachers decide where pupils sit. But should pupils be allowed to choose their own seats? There are strong arguments on both sides.

Check: No opinion yet.

2. Now try one with the steps

Write one 'for' point with evidence.

Step 1 · Point

Step 2 · Evidence or example

Answer:

3. Practice

Have a go at each one. There is space underneath to work it out.

1. What is the purpose of a balanced argument?

2. How is a balanced argument different from a persuasive text?

3. What goes in the introduction?

4. Give one adverbial for introducing the opposing side.

5. Give one adverbial for adding another point.

6. Give one phrase to begin a conclusion.

7. Is a balanced argument usually written in the first or third person?

8. 'Should children have a mobile phone at age 10?' Give one argument for.

9. Same question: give one argument against.

10. Make this balanced: 'Video games are a waste of time.'

11. Rewrite in the third person: 'I think dogs are better pets because they are loyal.'

12. Why should each point be supported by evidence?

13. Write a modal verb that shows a point is possible but not certain.

14. Write a concluding sentence for 'Should the school have a four-day week?'

4. Before you hand it in

Giving three reasons for and one weak reason against.

Aim for a similar number and strength of points on each side.

Putting your opinion in the introduction: 'I think homework is bad and here's why.'

Save your view for the conclusion.

Exaggeration: 'Everyone hates it.' 'It is the worst idea ever.'

Use measured language: 'Some pupils dislike...'.

Adding a new argument in the conclusion.

Sum up and judge; do not introduce new points.