

ENGLISH · Y5

Discussion Text — Year 5

WAGOLL: Are computers better than books for learning?

Introduction

ARE COMPUTERS BETTER THAN BOOKS FOR LEARNING? In schools today, children learn from both books and computers. Some teachers believe that computers are the best tools for learning, while others think that traditional books are still the most useful. This discussion will explore both sides of the argument.

Arguments For Computers

Many people believe that computers are excellent for learning. Firstly, computers can show videos, animations and interactive games. This means children can learn in ways that books simply cannot offer — for example, watching a volcano erupt or zooming inside a human cell. Secondly, computers connect children to the latest information from anywhere in the world. A child researching space, for instance, can find updates from real scientists. Finally, typing on a computer is often quicker than writing by hand, which means children can produce more work in a lesson.

Arguments For Books

On the other hand, books also have important advantages. To begin with, books do not need batteries or wifi — they always work, anywhere. Furthermore, research has shown that children remember information better when they read it from paper rather than from a screen. There are also fewer distractions: a book cannot suddenly send a notification or open a different website. Finally, many children simply enjoy the feel of a book — turning pages, choosing where to stop, looking at the cover.

Conclusion



In conclusion, both computers and books have their place in modern learning. Computers offer exciting interactive content and access to the latest information, but books provide focus, calm and a deeper kind of memory. Rather than choosing one or the other, the best approach may be to use them together. Each tool has different strengths, and the wisest learner will know when to reach for which.

Notated features

What makes this a strong Y5 disc

- TITLE phrased as a QUESTION: signals discussion text
- INTRODUCTION: outlines the topic and both sides
- TWO MAIN PARAGRAPHS: one FOR, one AGAINST (or two opposing views)
- CONNECTIVES: 'Firstly,' 'Secondly,' 'Finally,' 'On the other hand,' 'Furthermore,' 'To begin with'
- FORMAL TONE: third person, no 'I'
- MODAL VERBS: 'can,' 'may,' 'might' — soften strong claims
- EXAMPLES: 'a child researching space,' 'watching a volcano erupt'
- RESEARCH/EVIDENCE references: 'research has shown'
- BALANCED CONCLUSION: doesn't pick a side strongly, suggests using both
- SHORTER and SIMPLER than Y6 balanced argument — appropriate for Y5

Writing prompt

Write your own discussion text. Choose: Should children walk to school? Should homework be optional? Should children be allowed sweets at school? Should pets be allowed in classrooms? Include: an introduction, a FOR paragraph with two reasons, an AGAINST paragraph with two reasons, and a balanced conclusion. Use connectives like 'Firstly,' 'On the other hand,' and 'Furthermore.'

