

# Text Types Charts



There are 6 text types in this set:

- Recount
- Explanation
- Report
- Narrative
- Persuasion/Exposition
- Procedure

## **IMPORTANT NOTE:**

Please note that Pages 6 & 7 are identical except for their titles. One is titled "Persuasive Text" and the other "Expository Text".

# Writing a Recount



Recounts retell past events and experiences.

E.g. diaries, newspaper article, biographies, autobiographies

## ORIENTATION

- **WHO** was involved?
- **WHAT** happened?
- **WHERE** did this event take place?
- **WHEN** and **HOW** did it happen?

## SEQUENCE OF EVENTS

- Important events in the order they happened.
- Use **PAST TENSE**, e.g. had, ate.
- Use **FIRST PERSON**, e.g. I / We if you were involved in the events. Otherwise, use **THIRD PERSON**, e.g. they/he/she.

## RE-ORIENTATION

- Briefly summarise what happened

*Last holidays our family went to Ayers Rock. We stayed in a lovely hotel.*

*On the first day we caught a bus out to see the huge rock. I took lots of photos at sunset.*

*We went to bed early that night because we had to wake up really early to see Ayers Rock at sunrise. We were on the bus before 6.00am. I was so tired but it was worth it. The colours we saw on the rock were amazing.*

*When we arrived home, we chose the best photos we had taken and put them in a large frame in the hallway.*

*Our trip to Ayers Rock was a great holiday.*

# Writing an Explanation



Explanations tell how or why.

E.g. charts, diagrams, explanations

- Title to show what you will explain.
- Begin with **STATEMENT OF THE TOPIC** to be explained.
- Simple **PRESENT TENSE**.
- Use of **THIRD PERSON** (he, she, it, they)
- **Impersonal, factual**, plain writing to ensure the explanation is clear and concise.
- Mostly use of **ACTIVE VOICE**.
- **CONNECTIVES** to show time e.g. then, next, several weeks later, and causal connectives, e.g. because, so.
- Use of **technical vocabulary**.
- Original statement of topic is summed up at the end.

## How Does Popcorn Work?

Popcorn is fascinating and we have all wondered at some time how popcorn actually works.

When a popcorn kernel is heated up, the moisture inside the kernel expands. This then causes pressure to build inside the hard shell and when the pressure is high enough, the kernel explodes. The starch inside the shell then expands and forms the soft, white substance we love to eat.

Corn kernels rely heavily on heating and moisture to make popcorn.

# Writing a Report



Reports classify, organise, and describe information

E.g. newspapers, libraries, scholarly research

- General statement to introduce the topic.
- Usually **PRESENT TENSE**.
- In-depth factual and descriptive information.
- In the description, facts (parts, qualities, habits and behaviours of the subject) may be described.
- Often use **TECHNICAL TERMS**.
- Use **DESCRIPTIVE LANGUAGE**.
- They are **NOT CHRONOLOGICAL**.
- Often include visual information such as pictures, diagrams or maps to support information.

## Kangaroos

Kangaroos are marsupials native to Australia. The Red Kangaroo is the largest surviving marsupial in the world.

Kangaroos use their strong hind legs to move by hopping and are the only large animal to do so.

Kangaroos graze on grasses and shrubs. They spend most of the day resting in the shade and they feed in the late afternoon, night and early morning.

Baby kangaroos are called joeys and, because they are marsupials, they live in their mother's pouch when they are born. The joey stays in the pouch until it is 9 months old. The kangaroo feeds her joey until it is about 18 months old.

# Writing a Narrative



Narratives tell fictional stories.

E.g. Fables, stories, myths, legends

**ORIENTATION** introduces the story

- **WHO** are the main characters?
- **WHERE** is the story taking place?
- **WHEN** did this happen?

**PROBLEM OR COMPLICATION** occurs

- **WHAT** happened?

**RESOLUTION**

- The problem is then resolved.
- Usually written in **PAST TENSE**
- Written in **FIRST PERSON** (I / we) or **THIRD PERSON** (he, she, it, they)
- **Descriptive language**, e.g. verbs, adjectives, adverbs

## The Tiny Princess

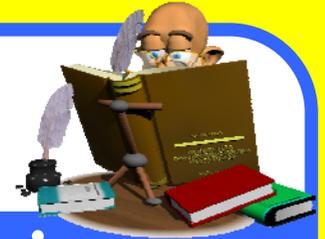
Once upon a time, in a land far away, there lived a tiny princess, no larger than a pea.

She spent her days dancing and playing with the beautiful garden fairies until their gardens were destroyed by two nasty giants, who didn't like to see the princess and the fairies happy. The princess was devastated. She cried and cried until the fairies told her that if she closed her eyes and wished for the gardens to return to their beauty, and she really believed it would happen, her wish would come true.

The fairy closed her eyes and wished. She believed with all her heart that her wish would come true. When she opened her eyes, the gardens were even more beautiful than they had been before.

The princess and the fairies spent the rest of their days singing and dancing and having a marvellous time in their delightful gardens.

# Writing a Persuasion



Persuasive writing presents an argument or point of view

E.g. debates, arguments, letters to the editor

- **OPENING STATEMENT** of topic to be argued
- Arguments made to support the opening statement
- Points sequenced from most persuasive to least persuasive
- Written in **FIRST PERSON**
- **CONJUNCTIONS** used to link cause and effect, e.g. therefore, because, so
- Emotive language, e.g. We strongly believe it is vital ...
- Facts and opinions are included
- May include quotes to support points
- **CONNECTIVES** sequence points, e.g. firstly, secondly, finally
- **CONCLUDING STATEMENT** sums up the argument

*The excessive amount of free time children currently enjoy in the school day should be significantly reduced.*

*Firstly, school is a place of learning, and long periods of trivial play during lunchtimes are simply a waste of valuable learning time.*

*Children would be much better off inside the classroom studying useful subjects that they can benefit from for the rest of their lives.*

*Additionally, unstructured free play encourages children to get up to mischief and can possibly lead to dangerous behaviour in the playground.*

*As you can see, there is no doubt that lunch breaks should be reduced to maximise learning time and minimise time wasting.*

# Writing an Exposition



Persuasive writing presents an argument or point of view

E.g. debates, arguments, letters to the editor

- **OPENING STATEMENT** of topic to be argued
- Arguments made to support the opening statement
- Points sequenced from most persuasive to least persuasive
- Written in **FIRST PERSON**
- **CONJUNCTIONS** used to link cause and effect, e.g. therefore, because, so
- Emotive language, e.g. We strongly believe it is vital ...
- Facts and opinions are included
- May include quotes to support points
- **CONNECTIVES** sequence points, e.g. firstly, secondly, finally
- **CONCLUDING STATEMENT** sums up the argument

*The excessive amount of free time children currently enjoy in the school day should be significantly reduced.*

*Firstly, school is a place of learning, and long periods of trivial play during lunchtimes are simply a waste of valuable learning time.*

*Children would be much better off inside the classroom studying useful subjects that they can benefit from for the rest of their lives.*

*Additionally, unstructured free play encourages children to get up to mischief and can possibly lead to dangerous behaviour in the playground.*

*As you can see, there is no doubt that lunch breaks should be reduced to maximise learning time and minimise time wasting.*

# Writing a Procedure



Procedures tell how to do something.

E.g. recipes, instructions, manuals, experiments, directions, rules

## GOAL

- The title states the goal or aim

## MATERIAL

- List of materials required to perform procedure

## METHOD

- **SEQUENCE OF STEPS** in correct order
- Begin each step on a new line
- Written in **PRESENT TENSE**
- Use **ACTION VERBS**, e.g. mix, make
- Use **ADVERBS** telling how to do something, e.g. gently, slowly, quickly
- Uses **CONNECTIVES** to indicate time e.g. then, next, after, when.
- Can include pictures, diagrams or maps.

### ANZAC Biscuits

- 1 cup plain flour
- 1 cup rolled oats
- 1 cup brown sugar
- 1/2 cup coconut
- 125g butter
- 2 tablespoons golden syrup
- 1 tablespoon water
- 1/2 teaspoon bicarbonate of soda



### METHOD:

1. Sift the flour into a bowl. Add the sugar, rolled oats and coconut.
2. Melt the butter in a saucepan and add the golden syrup and water.
3. Stir the bicarb soda into the liquid mixture.
4. Add liquid to dry ingredients and mix well.
5. Place small balls of mixture on a greased tray and bake for 15-20 minutes at 175°C.
6. Allow biscuits to cool and harden.