

TEXT TYPES

Recount

Structure of a Recount:

- Background information about who, where and when.
- Series of events in chronological order.
- Personal expressions of attitude and feelings.

A Recount tells what happened.

Narrative

Structure of a Narrative:

- Orientation—who, what, where and when.
- Complication.
- Series of events.
- Resolution.

A Narrative tells a story.

Procedure

Structure of a Procedure:

- Opening statement of goal or aim.
- Materials required listed in order of use.
- Series of steps listed in chronological order.

A Procedure tells how to do something.

Information Report

An Information Report is used to present information about something. It describes an entire class of things, whether natural or made.

Structure of an Information Report:

- Opening general definition or classification.
- Sequence of related statements about the topic.
- Concluding statement.

Explanation

Structure of an Explanation:

- A general statement.
- A series of events in chronological order.
- Concluding statement.

An Explanation makes clear how or why things are as they are, or how things work.

Discussion

Structure of a Discussion:

- Opening statement presenting the issue.
- Arguments or evidence for different points of view.
- Concluding recommendation.

A Discussion presents information and opinions about more than one side of an issue.

Exposition

Structure of an Exposition:

- Point of view is stated.
- Justification of arguments in a logical order.
- Summing up of argument.

An Exposition puts forward an argument or a particular point of view.

Description

Structure of a Description:

- Opening statement introducing the subject.
- Characteristic features of the subject.
- Concluding statement (optional).

A Description details the characteristic features of a particular thing.

Response

Structure of a Review:

- Context—background information on the text.
- Description of the text (including characters and plot).
- Concluding statement (judgment, opinion or recommendation).

A Response is used to summarise, analyse and respond to literary texts. A Response may be a review or a personal response.

Structure of a Personal Response:

- Context—background information on the text.
- Personal opinion and/or reaction.

Text Types Examples Primary School

**Bearne, Eve, Dombey,
Henrietta, Grainger, Teresa**



Text Types Examples Primary School:

Targeting Text Katrina Wood, Sue Stubbs, 2000 **Teaching Grammar, Punctuation and Spelling in Primary Schools** David Waugh, Claire Warner, Rosemary Waugh, 2016-01-30 Trainee and beginning teachers often find the teaching of grammar punctuation and spelling especially challenging as they are not confident in their own knowledge This popular text explores and provides the subject knowledge you will need to teach grammar punctuation and spelling and gives guidance on how to teach it The text is really accessible and includes lots of examples and teaching ideas enabling you to approach teaching with ease Detailed examples of effective lessons show you how to engage children s interest in some of the more formal aspects of writing and throughout activities and practical examples demonstrate how you can translate this learning into the classroom This second edition has been updated in line with the new National Curriculum for Key Stages 1 and 2 A new chapter is included to explore the national SPAG tests in primary schools The tests are explained and advice on how to approach them is included The text will enable you to teach grammar punctuation and spelling effectively supporting your class in all their writing across the primary curriculum **Teaching Bilingual and EAL Learners in Primary Schools** Jean Conteh, 2012-07-31 Shortlisted for the UKLA Academic Book Award 2013 As the number of children learning EAL in primary schools increase trainee teachers need to develop the professional skills and expertise to teach them This text reconsiders which children should come under the umbrella of EAL and provides practical strategies for teaching them in an inclusive classroom It asks what do we mean by EAL and covers essential theories of learning and approaches to teaching Chapter topics include speaking and listening and reading and writing and activities and case studies to link theory to practice are provided throughout About the Transforming Primary QTS Series This series reflects the new creative way schools are beginning to teach taking a fresh approach to supporting trainees as they work towards primary QTS Titles provide fully up to date resources focused on teaching a more integrated and inclusive curriculum and texts draw out meaningful and explicit cross curricular links **Inspiring Writing in Primary Schools** Liz Chamberlain, 2018-12-03 Through teaching fabulous lessons teachers can help children to discover stories create worlds record events mould characters and inspire each other as writers This book provides the guidance and examples to help achieve this

International Perspectives on Writing Curricula and Development Jill Jeffery, Judy M. Parr, 2021-05-27 This book contributes to the innovation of writing education and research globally by providing crucial insights into how the structures and aims of literacy curricula vary internationally It examines how nine education systems across five continents represent good writing in curricula that shape students experiences learning to write in school The book presents curricular analyses aimed at providing insight into how writing development can be better supported through innovative policy and research The findings regarding international variation are presented under three broad dimensions social and contextual factors that shape writing curricula the discourses of writing reflected in curricula and official documents and hallmarks of classroom

practice including the relationship with official discourse Case study chapters present integrated inductive and deductive document analyses findings of which are compared in a concluding cross case analysis chapter Offering a detailed comparative analysis of writing research International Perspectives on Writing Curricula and Development will be of great interest to academics researchers and students in the fields of education literacy and curriculum studies It will also be relevant reading for policymakers and curriculum designers Chapters 1 7 9 10 and 11 of this book are freely available as downloadable Open Access PDFs at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Teaching New Literacies in Grades K-3 Barbara Moss, Diane Lapp, 2009-11-30

Even the youngest readers and writers in today's classrooms can benefit enormously from engagement with a wide range of traditional and nontraditional texts This teacher friendly handbook is packed with creative strategies for introducing K-3 students to fiction poetry and plays informational texts graphic novels digital storytelling Web based and multimodal texts hip hop advertisements math problems and many other types of texts Prominent authorities explain the research base underlying the book's 23 complete lessons and provide practical activities and assessments for promoting decoding fluency comprehension and other key literacy skills Snapshots of diverse classrooms bring the material to life helpful reproducibles are included

Disciplinary literacy in primary schools: Reading, writing and speaking across the curriculum

Shareen Wilkinson, 2025-08-22 Drawing on the research evidence Disciplinary Literacy in Primary Schools offers both theoretical and practical examples of how teachers can support primary pupils in reading writing and speaking across the subject disciplines Shareen Wilkinson draws on twenty years experience in primary education to outline the ways in which disciplinary literacy can help pupils to read write and speak like scientists geographers and historians while exploring other areas across the curriculum This is an essential professional development resource for all Trust leads senior leaders local authority advisers teachers curriculum leads and subject leads who are passionate about having exemplary practice

Primary English for Trainee Teachers David Waugh, Wendy Jolliffe, Kate Allott, 2017-03-25 What do trainee teachers need to know about English to teach it effectively in primary schools How do children learn English and how can students teach it What does a good primary English lesson look like Answering these important questions and more this new edition covers all areas of the new National Curriculum for primary English By offering insight into effective teaching it helps students connect what they need to teach to how it can be taught This book opens up opportunities in the new curriculum for creative and imaginative teaching and covers all areas of children's literacy from poetry and literature to SPaG Case studies of teaching are used as a starting point for learning and guidance on practical teaching strategies is included throughout Now comes with A new chapter on Multi modal texts A new chapter on Mastery in English

The Really Practical Guide to Primary English Diana Bentley, 1999 This book contains clear chapter objectives suggestions for further reading on each topic and a glossary explaining key terms that the new or trainee teacher will need to understand The authors have all taught English in

the primary setting are experienced teacher trainers and respected practitioners in their own specialist fields

An Empirical Study of EFL Writing at Primary School Ruth Trüb, 2022-05-16 This book presents a research study investigating young foreign language learners ability to compose communicative texts in English It reviews current research on young learners EFL writing reports on the learners EFL writing competence describes text quality at different CEFR language levels and discusses current teaching practices and the learners perception of EFL writing

Non-Fiction for the Literacy Hour Guy Merchant, Huw Thomas, 2014-04-08 This book offers practical guidance for teachers using the National Literacy Strategy at Key Stages 1 and 2 based on the six categories of non fiction outlined in the Strategy It gives an accessible introduction to the features of each of these text types Many teachers now feel confident in working with fiction and poetry whereas the non fiction objectives have been more challenging The book includes new subject knowledge such as understanding the linguistic features of different text types and the need to find authentic reading material practical classroom examples high quality photocopiable texts and activity sheets and detailed guidance on how to work with the material at text sentence and word level Each chapter consists of a description of the genre a text example a photocopiable double page spread giving an annotated version of the text details of the classroom resources for developing the ideas and activity sheets for each text The book will appeal to all teachers and student teachers working at Key Stages 1 and 2 English and Literacy advisers in LEAs and providers of initial and in service training

Planning the Primary National Curriculum Keira Sewell, 2024-02-29 A complete guide for trainees and teachers To prepare to teach the Primary National Curriculum trainee teachers need more than just the Programmes of Study They need a resource to help them understand plan for teach and assess the curriculum This is their guide to planning the Primary National Curriculum This book explores how to plan in primary schools It covers curriculum design and structure challenges to learning and how children learn This 4th edition includes a new chapter on Adaptive Teaching For each curriculum subject the programme of study is included with notes to help students interpret it in practice The text covers how the teaching of each subject can be organised assessment opportunities key and essential resources in each subject and how ICT can best be used in each subject to enhance teaching Sequenced lesson examples in all subject chapters link theory to practice and highlight progression The final section of the book explores the many ways in which the curriculum can be delivered It includes the creative curriculum dialogic teaching cross curricular learning and more current thinking about interpreting the curriculum

Language Education in the Primary Years Frances Christie, 2005 This book is intended as a textbook for teacher education in the primary years Drawing on much recent research into language and literacy especially Systemic Functional Linguistic theory it provides basic principles for understanding the teaching of the English language

Choosing and Using Fiction and Non-Fiction 3-11 Margaret Mallett, 2010-07-02 Winner of the United Kingdom Literacy Association s Author Award 2011 for its contribution to extending children s literacy Praise for the book This book is about making readers A compact summary of its

contents would not do it justice It is the account of a life's work and it deserves thanks and readers Margaret Meek Books for Keeps on line Number 185 November 2010 This book is a cornucopia of varied pleasures offering something for all tastes presented with an awareness of the complexities of the field and communicated with commitment enthusiasm and deep knowledge Eve Bearne English 4 11 the primary school journal of The English Association Number 42 Summer 2011

Choosing and Using Fiction and Non Fiction 3 11 is a guide to the many kinds of text we want children to encounter use and enjoy during their nursery and primary school years So children's non fiction literature including autobiography biography information and reference texts is given equal status with fiction nursery rhymes picturebooks novels traditional tales playscripts and poetry The author addresses important issues and allows the voices of teachers reviewers and children to be heard The book supports teachers as they help children on their journey to becoming insightful and critical readers of non fiction and sensitive and reflective readers of fiction It also contains suggestions for practice which are in the spirit of the more flexible and creative approach to learning towards which primary schools are moving It includes help on using criteria to select quality texts of all kinds annotated booklists for each kind of text for different age groups suggestions for keeping a balance between print and screen based texts case studies showing teachers and children using texts in interesting and imaginative ways to support learning in English lessons and across the curriculum advice on developing children's visual and multimodal literacy guidance on using the school library and embedding study skills in children's wider purposes and learning critiques of key theoretical perspectives and research projects Although the main readership will be primary and student teachers it is hoped that the book will be of interest and use to anyone concerned with the role of texts in children's learning

English Language Education in Southeast Asia: Problems and Possibilities (Penerbit USM) Ruanni Tupas, Shantini Pillai, Ramesh Nair, 2016 This book addresses the problems and possibilities of English language education in Southeast Asia from the point of view of researchers who are themselves also English language teachers The researchers are from Malaysia Indonesia Philippines Singapore and New Zealand The articles in this edited book examine teaching and language learning goals in relation to the desired development of linguistic knowledge More importantly the articles also reflect on the nurturing of appropriate learning abilities and independent thinking that is framed by the expanding learner awareness of identity culture and society within and beyond the classroom Ultimately the book tackles issues that emerge from the fact that we teach and learn English in a region that is hugely multicultural and multilingual

Classroom Interactions In Literacy Bearne, Eve, Dombey, Henrietta, Grainger, Teresa, 2003-11-01 It challenges and explores current pedagogical orthodoxies and provides credible alternatives and insights based on research It contributes to a more open and expansive agenda in language literacy and pedagogy It represents a move from restrictive certainties to the potent possibilities of uncertainty and professional challenge

More Planning to Teach Writing Emma Caulfield, 2021-05-26 Written by an experienced teacher and literacy consultant this book offers an easy to use approach that will reduce teachers

planning time while raising standards in writing Building on the success of Planning to Teach Writing it includes modern and classic picture books short stories and novels to provide a fantastic new range of hooks to inspire teaching and learning Using a tried and tested planning approach and explaining how best to use baseline assessment to build upon children s writerly knowledge and skills it help teachers to produce effective unit plans for writing and in doing so they will be able to concentrate on the core business of teaching units that help children to fulfil their potential as writers The book uses a simple formula for success Find your students gaps in learning Choose a hook that you know will engage your students Select a unit plan that you know will support you to get the best writing out of your students Tailor it to your students Teach it This latest book is the perfect starting point for teachers planning to teach writing in their classroom and the new stories and activities provide fresh ideas to those who are already familiar with the circle planning approach used in Planning to Teach Writing

Engaging Students in Academic Literacies María Estela Brisk,2014-07-25 The Common Core State Standards require schools to include writing in a variety of genres across the disciplines Engaging Students in Academic Literacies provides specific information to plan and carry out genre based writing instruction in English for K 5 students within various content areas Informed by systemic functional linguistics a theory of language IN USE in particular ways for particular audiences and social purposes it guides teachers in developing students ability to construct texts using structural and linguistic features of the written language This approach to teaching writing and academic language is effective in addressing the persistent achievement gap between ELLs and mainstream students especially in the context of current reforms in the U S Transforming systemic functional linguistics and genre theory into concrete classroom tools for designing implementing and reflecting on instruction and providing essential scaffolding for teachers to build their own knowledge of its essential elements applied to teaching the text includes strategies for apprenticing students to writing in all genres features of elementary students writing and examples of practice

On the Write Track James Clements,2022-10-13 On the Write Track puts teachers autonomy and their knowledge of what is right for their pupils at the heart of teaching writing It explores a set of research based principles before illustrating these with case studies and examples of classroom practice Writing is about communication Learning to write gives children a voice that others will listen to a voice they can use to share their ideas articulate their feelings amuse and delight their readers and argue for what they believe in While every child every teacher and every classroom are different approaches to teaching writing can sometimes feel prescriptive whether they are based on a particular curriculum model commercial scheme assessment system or underlying philosophy This book provides freedom and choice by introducing a series of tracks for writing teaching including practical approaches to Building a community of writers in the classroom Employing a process led sequence for teaching writing Encouraging children to write for pleasure and share their own interests Exploring the use of rich and diverse texts as fuel for writing Drawing on spoken language and oracy to develop written communication Teaching grammar and punctuation to support

writing Utilising feedback to help children develop their writing voice Using drama and play as starting points for writing Through considering these different tracks and thinking about how to weave them together into a coherent whole teachers can help every child to make the journey to being a confident skilled keen writer Working with Academic Literacies Theresa Lillis, Kathy Harrington, 2015-11-04 The editors and contributors to this collection explore what it means to adopt an academic literacies approach in policy and pedagogy Transformative practice is illustrated through case studies and critical commentaries from teacher researchers working in a range of higher education contexts from undergraduate to postgraduate levels across disciplines and spanning geopolitical regions including Australia Brazil Canada Catalu a Finland France Ireland Portugal South Africa the United Kingdom and the United States

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