Text Types:

Literary-
made up, for entertainment and creativity

Factual-
real and provable, about facts or opinions

LITERARY TEXT TYPES:

FACTUAL TEXT TYPES:

LITERARY	TEXT TYPES EXAMPLES OF LITERARY TEXT FORMS
Narrative	novel, short story, myth, legend, science fiction, fantasy, fable, cartoon, stage play, film script, television script, radio script, role play
Poetry	sonnet, haiku, lyric verse, song, limerick, jingle, epic, ballad

	TEXT TYPES EXAMPLES OF FACTUAL TEXT FORMS
Report	reference book, documentary, guidebook, experimental report, group presentation
Recount	journal, diary, newspaper article, historical recount, letter, log, timeline
Procedure	instruction, recipe, directions
Exposition	advertisement, lecture, editorial, letter to the editor, speech, newspaper article, magazine article
Explanation	scientific writing, spoken presentation
Description	observation, speech, analysis
Response	book review, film review, restaurant review, personal response
Discussion	debate, conversation, talkback radio

LITERARY TEXT TYPES:

Narrative	novel, short story, myth, legend, science fiction, fantasy, fable, cartoon, stage play, film script, television script, radio script, role play	To entertain, amuse or instruct	•Orientation •Complication •Evaluation •Resolution •Coda (optional)	•usually specific participants • time words used to connect events • action words predominate in complication and resolution • noun groups important in describing characters and settings	ACTIVE VOICE: (I, my, you) 'I think that…' PASSIVE VOICE: (they, many) 'Others may argue'	•Use of particular nouns to refer to or describe the particular people, animals and things that the story is about •Use of adjectives to build noun groups to describe people, animals or things in the story •Use of time connectives and conjunctions to sequence events through time •Use of adverbs and adjectival phrases to locate the particular incidents or events •Use of past-tense action verbs to indicate the actions in the narrative •Use of saying and thinking verbs to indicate what characters are feeling, thinking or saying
Poetry	sonnet, haiku, lyric verse, song, limerick, jingle, epic, ballad	To express feeling and reflections on experience, people and events	•Each poem has a series of steps or moves •May be structures in stanza or verses •May take free-verse form •A range of devices are used to shape a poem •Features some sort of rhythm	•sound patterns and rhythmic qualities are important to the meaning •Devices such as rhythm, alliteration, assonance, onomatopoeia •Some use regular patterns of rhyme and rhythm •Some use free verse form •Some use images made with techniques such as : simile, metaphor and personification	ACTIVE VOICE: (I, my, you) 'I think that…' PASSIVE VOICE: (they, many) 'Others may argue'	•Patterns in poetry vary •Poetry relies on textual cohesion, such as word chains based on repetition, synonym and antonym •Narrative poetry uses grammatical features of narrative, such as action verbs, noun groups, adverbs and adverbial phrases

	TEXT TYPES EXAMPLES	Purpose	General structure	General language features	Voice	Grammar Focus
Report	reference book, documentary, guidebook, experimental report, group presentation	To classify and/or describe	• General statement or classification • Description	• technical language • simple present tense • generalised terms	PASSIVE VOICE: (they, many) 'Others may argue'	•Use of general, e.g. Hunting dogs, rather than particular nouns, e.g. Our dog •Use of relating verbs to describe features, e.g. Molecules are tiny particles •Some use of action verbs when describing behaviour, e.g. Emus cannot fly •Use of technical terms, e.g. Isobars are line drawn on a weather map •Use of paragraphs with topic sentences to organise information
Recount	journal, diary, newspaper article, historical recount, letter, log, timeline	To retell a series of events	•Orientation •Series of events •sequenced in time	descriptive language • past tense • time words to connect events • words which tell us where, when, with whom, how	ACTIVE VOICE: (I, my, you) 'I think that…' PASSIVE VOICE: (they, many) 'Others may argue'	•Use of nouns and pronouns to identify people, animals or things involved •Use of action verbs to refer to events •Use of past tense to locate events in relation to the speaker's or writer's time •Use of conjunctions and time connectives to sequence events •Use of adverbs and adverbial phrases to indicate place and time •Use of adjectives to describe nouns.
Procedure	instruction, recipe, directions	To instruct someone on how to do something	•Goal •Steps	•verbs usually at the beginning of each instruction •words or groups of words which tell us how, when, where, with whom	ACTIVE VOICE: (I, my, you)'I think that…' 'In my opinion…' 'I believe…"	•Use of commands, e.g. Put, don't mix •Use of action verbs •Use of precise vocabulary, e.g. Whisk, lukewarm •Use of adverbials to express details of time, place, manner
Exposition	advertisement, lecture, editorial, letter to the editor, speech, newspaper article, magazine article	To persuade by arguing one side of an issue	• Thesis • Arguments • Reinforcement of Thesis	words that qualify, e.g. usually, probably • words that link arguments, e.g. firstly, on the other hand	ACTIVE VOICE: (I, my, you)'I think that…' 'In my opinion…' 'I believe…"	•Use general nouns, e.g. Ears, zoo •Use of abstract nouns, e.g. Policy, government •Use of technical words, e.g. Species of animals •Relating verbs, e.g. It is important •Action verbs •Thinking verbs, e.g. Many people believe •Modal verbs, e.g. We must preserve •Modal adverbs, e.g. Certainly we must try •Connectives, e.g. Firstly, secondly, finally •Evaluative language, e.g. Important significant

	TEXT TYPES EXAMPLES	Purpose	General structure	General language features	Voice	Grammar Focus
Explanation	scientific writing, spoken presentation	To explain how or why something occurs	•Phenomenon identification •Explanation sequence	•Technical language •Use of words such as because, as a result, to establish cause/ effect sequences	PASSIVE VOICE: (they, many) 'Others may argue'	•General and abstract nouns, e.g. Wood chopping, earthquakes •Action verbs •Simple present tense •Conjunction of time and cause •Noun groups, e.g. The large cloud, the particles of gas and dust •Abstract nouns, e.g. The temperature •Adverbial phrases •Complex sentences •Technical language
Description	observation, speech, analysis	To describe the characteristics or features of a thing or a phenomenon	• Introduction to the subject of the description • Characteristic features of the subject, e.g. physical appearance, qualities, behaviour, significant attributes	• particular nouns • variety of adjectives • action verbs • similes, metaphors, figurative language	ACTIVE VOICE: (I, my, you) 'I think that…' PASSIVE VOICE: (they, many) 'Others may argue"	•Use of particular nouns, e.g. My teacher, the Open House, our cubby •Use of relating verbs to provide information about the subject, e.g. My mum is really cool •Use of thing and feeling verbs to express the writer's personal view about the subject •Use of action verbs to describe the subject's behaviour •Use of adverbials to provide more information about this behaviour, e.g. Our new puppy always nips playfully at our heels •Use of similes, metaphors and other types of figurative language, particularly in literary description •Use of detailed noun groups to provide information about the subject, e.g. It was a large open rowboat with a tall front and a tall back
Response	book review, film review, restaurant review, personal response	To respond to a visual, written or performed work	• Context of artistic work • Description of artistic work • Judgement	• words which express judgements • descriptive language	ACTIVE VOICE: (I, my, you)'I think that…' 'In my opinion…'	•Relating verbs, action verbs, saying verbs, thinking verbs, noun groups describing characters •Present tense- changes to past tense if text has a historical setting •Temporal sequence of events only when key events are summarised •Persuasive language used inn judgements •Clause or sentence themes that are often the title of the book, name of author, actor, etc. These choices clearly locate the reader in a response to the text
Discussion	debate, conversation, talkback radio	To examine issues from more than one perspective	• Statement outlining the issue • Arguments for and against • A conclusion	• use of thinking verbs, e.g. feel, believe, hope • use of connectives, e.g. on the other hand, however	ACTIVE VOICE: (I, my, you)'I think that…' 'In my opinion…'	•Use of general nouns to make statements about categories, e.g. Uniforms, alcohol •Use of relating verbs to provide information about the issues, e.g. Smoking is harmful •Use of thinking verbs to express the writer's personal view, e.g. Feel, believe, hope •Use of additive, contrast and causal connectives to link arguments, e.g. Similarly, on the other hand, however •Use of detailed noun groups to provide information in a compact way, e.g. The dumping of unwanted kittens •Use of varying degrees of modality, e.g. Perhaps, must, should, might •Use of adverbials of manner, e.g. Deliberately, hopefully

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Narrative

Text type examples	Purpose	General structure	General language features
novel, short story, myth, legend, science fiction, fantasy, fable, cartoon, stage play, film script, television script, radio script, role play	To entertain, amuse or instruct	•Orientation •Complication •Evaluation •Resolution •Coda (optional)	•usually specific participants • time words used to connect events • action words predominate in complication and resolution • noun groups important in describing characters and settings

Voice	Grammar Focus
ACTIVE VOICE: (I, my, you) 'I think that…' PASSIVE VOICE: (they, many) 'Others may argue'	•Use of particular nouns to refer to or describe the particular people, animals and things that the story is about •Use of adjectives to build noun groups to describe people, animals or things in the story •Use of time connectives and conjunctions to sequence events through time •Use of adverbs and adjectival phrases to locate the particular incidents or events •Use of past-tense action verbs to indicate the actions in the narrative •Use of saying and thinking verbs to indicate what characters are feeling, thinking or saying

Narrative

Words to Think		Words to Write
	Orientation:	
	Complication:	
	Series of Events:	
	Resolution:	

Text type examples	Purpose	General language features
novel, short story, myth, legend, science fiction, fantasy, fable, cartoon, stage play, film script, television script, radio script, role play	To entertain, amuse or instruct	usually specific participants • time words used to connect events • action words predominate in complication and resolution • noun groups important in describing characters and settings

Voice-	Active-	Passive-
the use of who is writing/ speaking - general (passive) and personal (active)	(I, my, you) 'I think that…' 'In my opinion…' 'I believe…''	(they, many) 'Many believe' 'Others may argue' 'Use the spoon to'

Report

Text type examples	Purpose	General structure	General language features
reference book, documentary, guidebook, experimental report, group presentation	To classify and/or describe	• General statement or classification • Description	• technical language • simple present tense • generalised terms

Voice	Grammar Focus
PASSIVE VOICE: (they, many) 'Others may argue'	•Use of general, e.g. Hunting dogs, rather than particular nouns, e.g. Our dog •Use of relating verbs to describe features, e.g. Molecules are tiny particles •Some use of action verbs when describing behaviour, e.g. Emus cannot fly •Use of technical terms, e.g. Isobars are line drawn on a weather map •Use of paragraphs with topic sentences to organise information

Report

Words to Think	General Statement	Words to Write
	Classification – What is it?	
	★ ★ ★	
	Description – What does it look like?	
	★ ★ ★	
	Description – What can it do?	
	★ ★ ★	
	Description – What are its special features?	
	★ ★ ★	

Text type examples	Purpose	General language features
reference book, documentary, guidebook, experimental report, group presentation	To classify and/or describe	• technical language • simple present tense • generalised terms

Voice-	Passive-
the use of who is writing/ speaking - general (passive) and personal (active)	(they, many) 'Many believe' 'Others may argue' 'Use the spoon to'

Recount- (factual or literary)

Text type examples	Purpose	General structure	General language features
journal, diary, newspaper article, historical recount, letter, log, timeline	To retell a series of events	•Orientation •Series of events •sequenced in time	descriptive language • past tense • time words to connect events • words which tell us where, when, with whom, how
Voice	**Grammar Focus**		
ACTIVE VOICE: (I, my, you) 'I think that…' PASSIVE VOICE: (they, many) 'Others may argue'	•Use of nouns and pronouns to identify people, animals or things involved •Use of action verbs to refer to events •Use of past tense to locate events in relation to the speaker's or writer's time •Use of conjunctions and time connectives to sequence events •Use of adverbs and adverbial phrases to indicate place and time •Use of adjectives to describe nouns.		

Recount- (factual or literary)

Orientation:

Sequence of Events: (In chronological order)

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Reorientation: (If appropriate)

Text type examples	Purpose	General language features
journal, diary, newspaper article, historical recount, letter, log, timeline	To retell a series of events	descriptive language • past tense • time words to connect events • words which tell us where, when, with whom, how

Voice-	Active-	Passive-
the use of who is writing/ speaking - general (passive) and personal (active)	(I, my, you) 'I think that…' 'In my opinion…' 'I believe…'	(they, many) 'Many believe' 'Others may argue' 'Use the spoon to'

Procedure

Text type examples	Purpose	General structure	General language features
instruction, recipe, directions	To instruct someone on how to do something	•Goal •Steps	•verbs usually at the beginning of each instruction •words or groups of words which tell us how, when, where, with whom
Voice	**Grammar Focus**		
ACTIVE VOICE: (I, my, you)'I think that…' 'In my opinion…' 'I believe…''	•Use of commands, e.g. Put, don't mix •Use of action verbs •Use of precise vocabulary, e.g. Whisk, lukewarm •Use of adverbials to express details of time, place, manner		

Procedure

Words to Think

Goal/s:

Materials:

Steps:

Words to Write

Text type examples	Purpose	General language features
instruction, recipe, directions	To instruct someone on how to do something	•verbs usually at the beginning of each instruction •words or groups of words which tell us how, when, where, with whom

Voice-	Active-
the use of who is writing/ speaking - general (passive) and personal (active)	(I, my, you) 'I think that…' 'In my opinion…' 'I believe…'

Exposition

Text type examples	Purpose	General structure	General language features
advertisement, lecture, editorial, letter to the editor, speech, newspaper article, magazine article	To persuade by arguing one side of an issue	• Thesis • Arguments • Reinforcement of Thesis	words that qualify, e.g. usually, probably • words that link arguments, e.g. firstly, on the other hand

Voice	Grammar Focus
ACTIVE VOICE: (I, my, you)'I think that…' 'In my opinion…' 'I believe...''	•Use general nouns, e.g. Ears, zoo •Use of abstract nouns, e.g. Policy, government •Use of technical words, e.g. Species of animals •Relating verbs, e.g. It is important •Action verbs •Thinking verbs, e.g. Many people believe •Modal verbs, e.g. We must preserve •Modal adverbs, e.g. Certainly we must try •Connectives, e.g. Firstly, secondly, finally •Evaluative language, e.g. Important significant

Exposition

Words to Think	Statement of Position (thesis):	Words to Write
	Arguments:	
	Reinforcement of Position Statement:	

Text type examples	Purpose	General language features
advertisement, lecture, editorial, letter to the editor, speech, newspaper article, magazine article	To persuade by arguing one side of an issue	words that qualify, e.g. usually, probably • words that link arguments, e.g. firstly, on the other hand

Voice-	Active-
the use of who is writing/speaking - general (passive) and personal (active)	(I, my, you) 'I think that…' 'In my opinion…' 'I believe…'

Explanation

Text type examples	Purpose	General structure	General language features
scientific writing, spoken presentation	To explain how or why something occurs	•Phenomenon identification •Explanation sequence	•Technical language •Use of words such as because, as a result, to establish cause/effect sequences

Voice	Grammar Focus
PASSIVE VOICE: (they, many) 'Others may argue'	•General and abstract nouns, e.g. Wood chopping, earthquakes •Action verbs •Simple present tense •Conjunction of time and cause •Noun groups, e.g. The large cloud, the particles of gas and dust •Abstract nouns, e.g. The temperature •Adverbial phrases •Complex sentences •Technical language

Explanation

Phenomenon identification: What is it?

Sequence of Explanation: (In chronological order)

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Cause and effect conclusion

Text type examples	Purpose	General structure	General language features
scientific writing, spoken presentation	To explain how or why something occurs	•Phenomenon identification •Explanation sequence	•Technical language •Use of words such as because, as a result, to establish cause/ effect sequences

Description (factual or literary)

Text type examples	Purpose	General structure	General language features
observation, speech, analysis	To describe the characteristics or features of a thing or a phenomenon	• Introduction to the subject of the description • Characteristic features of the subject, e.g. physical appearance, qualities, behaviour, significant attributes	• particular nouns • variety of adjectives • action verbs • similes, metaphors, figurative language

Voice	Grammar Focus
ACTIVE VOICE: (I, my, you) 'I think that…' PASSIVE VOICE: (they, many) 'Others may argue"	•Use of particular nouns, e.g. My teacher, the Open House, our cubby •Use of relating verbs to provide information about the subject, e.g. My mum is really cool •Use of thing and feeling verbs to express the writer's personal view about the subject •Use of action verbs to describe the subject's behaviour •Use of adverbials to provide more information about this behaviour, e.g. Our new puppy always nips playfully at our heels •Use of similes, metaphors and other types of figurative language, particularly in literary description •Use of detailed noun groups to provide information about the subject, e.g. It was a large open rowboat with a tall front and a tall back

Description (factual or literary)

*This text type is often embedded within other texts

Words to Think		Words to Write
	Introduction/Classification: (What is it?)	
	Characteristics: (eg What does it look like?)	
	Characteristics: (eg What can it do?)	
	Characteristics: (eg What are its special features?)	
	Conclusion: (optional)	

Text type examples	Purpose	General language features
observation, speech, analysis	To describe the characteristics or features of a thing or a phenomenon	• particular nouns • variety of adjectives • action verbs • similes, metaphors, figurative language

Voice-	Active-	Passive-
the use of who is writing/ speaking - general (passive) and personal (active)	(I, my, you) 'I think that…' 'In my opinion…' 'I believe…''	(they, many) 'Many believe' 'Others may argue' 'Use the spoon to'

Response (factual or literary)

Text type examples	Purpose	General structure	General language features
book review, film review, restaurant review, personal response	To respond to a visual, written or performed work	• Context of artistic work • Description of artistic work • Judgement	• words which express judgements • descriptive language

Voice	Grammar Focus
ACTIVE VOICE: (I, my, you)'I think that…' 'In my opinion…'	•Relating verbs, action verbs, saying verbs, thinking verbs, noun groups describing characters •Present tense- changes to past tense if text has a historical setting •Temporal sequence of events only when key events are summarised •Persuasive language used inn judgements •Clause or sentence themes that are often the title of the book, name of author, actor, etc. These choices clearly locate the reader in a response to the text

Response (factual or literary)

Context: Where is it set physically, politically, socially?

Description: How was is realised/ created or generated?

Judgement: What did you think specifically?

Text type examples	Purpose	General language features
book review, film review, restaurant review, personal response	To respond to a visual, written or performed work	• words which express judgements • descriptive language

Voice-	Active-
the use of who is writing/ speaking - general (passive) and personal (active)	(I, my, you) 'I think that…' 'In my opinion…' 'I believe…'

Discussion

Text type examples	Purpose	General structure	General language features
debate, conversation, talkback radio	To examine issues from more than one perspective	• Statement outlining the issue • Arguments for and against • A conclusion	• use of thinking verbs, e.g. feel, believe, hope • use of connectives, e.g. on the other hand, however

Voice	Grammar Focus
ACTIVE VOICE: (I, my, you)'I think that…' 'In my opinion…'	•Use of general nouns to make statements about categories, e.g. Uniforms, alcohol •Use of relating verbs to provide information about the issues, e.g. Smoking is harmful •Use of thinking verbs to express the writer's personal view, e.g. Feel, believe, hope •Use of additive, contrast and causal connectives to link arguments, e.g. Similarly, on the other hand, however •Use of detailed noun groups to provide information in a compact way, e.g. The dumping of unwanted kittens •Use of varying degrees of modality, e.g. Perhaps, must, should, might •Use of adverbials of manner, e.g. Deliberately, hopefully

Discussion

Words to Think		Words to Write
	Statement of Issue:	
	★Definition	
	★Background	
	★Preview	
	Arguments For:	
	★Point	
	★Elaboration	
	Arguments Against:	
	★Point	
	★Elaboration	
	Conclusion:	
	Recommendation: (Optional)	

Text type	Purpose	General language features
debate, conversation, talkback radio	To examine issues from more than one perspective	• use of thinking verbs, e.g. feel, believe, hope • use of connectives, e.g. on the other hand, however

Voice-	Active-
the use of who is writing/ speaking - general (passive) and personal (active)	(I, my, you) 'I think that…' 'In my opinion…' 'I believe…'

Discussion

Statement of Issue:

★Definition
★Background
★Preview

Arguments For:

★Point
★Elaboration

Arguments Against:

★Point
★Elaboration

Arguments For:

★Point
★Elaboration

Arguments Against:

★Point
★Elaboration

Conclusion:

Recommendation: (Optional)

Text type	Purpose	General language features
debate, conversation, talkback radio	To examine issues from more than one perspective	• use of thinking verbs, e.g. feel, believe, hope • use of connectives, e.g. on the other hand, however

Voice-	Active-
the use of who is writing/ speaking - general (passive) and personal (active)	(I, my, you) `I think that…' `In my opinion…' `I believe...'