

# Appendix 1: The principles of learning and teaching Prep–Year 12

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Students learn best when:

1. The learning environment is supportive and productive
2. The learning environment promotes independence, cooperation and self-motivation
3. Their needs, backgrounds, perspectives and interests are reflected in the program
4. They are challenged and supported to develop and apply their thinking
5. Their learning progress is monitored
6. Learning reflects the way things are currently done in the community<sup>126</sup>

These principles are reflected throughout this resource.

## **1. The learning environment is supportive and productive**

Tutors can help by:

- 1.1 building positive relationships through knowing and valuing the students
- 1.2 valuing and respecting individuals and their communities
- 1.3 using strategies that promote students' self-confidence and willingness to take risks with their learning
- 1.4 ensuring students experience success by structured support, valuing students' efforts, and recognition of their work.

## **2. The learning environment promotes independence, cooperation and self motivation**

Tutors can help by:

- 2.1 encouraging and supporting students to take responsibility for their learning
- 2.2 encouraging and supporting students to work cooperatively with others.

## **3. Student's needs, backgrounds, perspectives and interests are reflected in the learning program**

Tutors can help by :

- 3.1 responding positively to the values, needs and interests of students
- 3.2 supporting different ways of thinking and learning
- 3.3 building on students' prior experiences, knowledge and skills
- 3.4 developing students' experience of technology.

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<sup>126</sup> Adapted for Learning Support Programs from: Department of Education (2006), The Principles of Learning and Teaching P-12, available at: <http://www.sofweb.vic.edu.au/blueprint/fs1/polit/principles.htm>, accessed 23 October 2006.

#### **4. Students are challenged and supported to develop and apply their thinking**

Tutors can help by:

- 4.1 supporting learning that builds over time and makes connections between ideas
- 4.2 encouraging the discussion of ideas
- 4.3 having high expectations
- 4.4 challenging and supporting students to question and reflect
- 4.5 encouraging investigation and problem solving
- 4.6 encouraging imagination and creativity.

#### **5. Student learning progress is monitored**

Tutors can help by :

- 5.1 providing students with constructive feedback that supports their learning
- 5.2 checking that students know how their work will be assessed
- 5.3 encouraging students to reflect on and assess their own work.

#### **6. Learning reflects the way things are currently done in the community**

Tutors can help by:

- 6.1 supporting students to engage with contemporary knowledge and practice
- 6.2 encouraging students to interact with local and broader communities
- 6.3 encouraging the use of current technologies in ways that reflect professional and community practices.

## Appendix 2: Glossary of strategies

Strategy	Description
<b>Aural cloze</b>	A cloze or fill-the-gap exercise with a focus on listening. It involves reading a text aloud but leaving out some words for the student to provide.
<b>Brainstorming</b> <sup>127</sup>	Is used with a group to generate as many ideas as possible and encourage creative thinking. All suggestions are accepted.
<b>Buddy reading</b> (or pair reading)	A student reading to another student.
<b>Bundling</b>	An activity in which students write statements about a topic on paper strips and then group all the related statements together. These groups of statements are expanded to form paragraphs with an emphasis on using language which links ideas into a cohesive piece of writing.
<b>Cloze</b>	A written text where some words are deleted. For example, a tutor can cover some words in a text and students fill in the gap (e.g. 'The dog _____ to the park').
<b>Concept map</b>	A group of words clustered around a central topic which shows the relationships between ideas or concepts. It represents a student's understanding of the topic and can be used to organise information. <sup>128</sup>
<b>Describe and arrange</b>	A picture sequencing activity in which each student describes his/her picture to a group who then arrange themselves in the correct order of events.
<b>Dictogloss</b>	An activity where the tutor reads a short text twice. First the students listen. During the second reading they take notes, focusing on key words. In groups, they reconstruct the text. It is best done after brainstorming the topic, preferably from a picture stimulus.
<b>Directed reading and thinking activity (DRTA)</b>	An activity where the tutor asks the students to predict what the text will be about, then directs the student to read a section of the text to check his/her predictions. This process of pausing, predicting and checking continues until the entire text has been read.
<b>Disappearing definitions</b>	An activity to reinforce the definition of a word. The tutor writes down the word and its definition, and then erases one word at a time. The student reads the definition filling in the missing word/s. This process is continued until the definition disappears altogether and the student is 'reading' from memory.

<sup>127</sup> Further information can be found on the Brainstorming website: <http://www.jpb.com/creative/brainstorming.php>  
Accessed 21 May 2007.

<sup>128</sup> Examples can be found on Google.

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<b>Fact and Opinion</b>	An activity in which the student reads a number of statements and identifies whether they are facts or opinions. The statements can then be grouped accordingly.
<b>Flow charts</b> <sup>129</sup>	Can be used to sequence ideas, procedures or events. They can be used to plan or they can represent a timeline or final action plan.
<b>Graphic outlines</b> <sup>130</sup>	Help students to see how texts are organised and to understand how layout features can help them to access information and record it by filling in the outline.
<b>Innovating on text</b>	An activity basing a new text on the structure of the original text. For example, ' <i>Old McDonald had a farm</i> ' changes to ' <i>Old McDonald had a zoo</i> '.
<b>Innovating on the ending</b>	An activity changing the ending of a text.
<b>Inquiry and elimination</b> <sup>131</sup>	Where students need to guess an object/picture using only yes/no questions. Examples include <b>Yes or No Game</b> and <b>Celebrity Heads</b> .
<b>KWL</b>	Is a framework to find out what students' <b>Know (K)</b> , <b>Want to know (W)</b> and then at the end, what they have <b>Learnt (L)</b> .
<b>Listen and draw</b>	Picture dictation can be used to help students focus on language, for example colour, size, shape, prepositions, topic words (e.g. draw a red triangle at the top of a page, draw a blue circle next to it).
<b>Listen and follow instructions</b>	Examples include following a route on a plan or a map.
<b>Listen and identify key words</b>	This is an important skill and is the first part of Dictogloss.
<b>Listen and repeat</b>	This can be useful for practising particular words and sounds. It can be made into a game such as Chinese whispers.
<b>Listen and respond</b>	OSHLSPs provide an excellent environment for students to practise this skill in a supportive environment.
<b>Listen and retell</b>	A particularly useful way of checking student understanding.
<b>Mind maps</b> <sup>132</sup>	These are diagrams drawn on blank paper that visually record students' thinking and understanding of a topic. Information can be recorded as words or images. The central image on a mind map depicts its topic or issue. From the centre coloured stems emerge which reflect the components of the topic. Beginning with a stem, students draw a series of branches that show the interrelationship and connections between the ideas.

<sup>129</sup> An example can be found at <http://vels.vcaa.vic.edu.au/support/teaching.html>, accessed 22 May 2007.

<sup>130</sup> An example can be found at <http://www.mtncreekshs.eq.edu.au/Cybrary2/WordDocs/Graphicoutlines/graphicoutline.doc>, accessed 22 May 2007.

<sup>131</sup> Sourced from Gibbons P (2002), *Scaffolding Language, Scaffolding Learning*, Heinemann, USA, p.32.

<sup>132</sup> Adapted from: *Mind Maps*, available at: <http://vels.vcaa.vic.edu.au/support/teaching.html>, accessed 21 May 2007.

## Appendix 2: Glossary of strategies

<b>Minimal cues</b>	An activity which provides students with practise in the important skill of predicting. The tutor writes a message which is relevant and predictable to the student. For example: 'Today is _____. At s_____ w_ p_____ s_____ '.
<b>Minimal pairs</b>	A listening activity in which students listen to the word and identify it from a pair of similar words and their matching pictures (e.g. cap or cup).
<b>Monster cloze</b> <sup>133</sup>	The tutor writes down the title of the text. The remainder of the text is represented by gaps. The student guesses the missing word and the tutor writes any correct words into the gaps until the text is complete.
<b>Oral cloze</b>	See aural cloze.
<b>Rank ordering activities</b>	These activities involve students expressing opinions and ranking them on a scale of 1–10 or whether they strongly agree, agree, disagree, strongly disagree.
<b>Read and draw</b>	An activity in which students follow written instructions to draw a picture.
<b>Read and find the difference</b>	Pairs of students are given texts which are similar but have a number of different words and phrases. The students read the texts to one another and then identify the differences. They can then discuss which words or phrases work better and why.
<b>Reader questions</b>	Students are presented with a title or a picture relating to a text. They are then encouraged to form questions which they would like to be answered. They look for the answers to these questions when they read the text.
<b>Reader's theatre</b>	A follow up reading activity for a group of students. Each student is given a copy of the text. One student can be the narrator and the dialogue is distributed between the students. The students rehearse and practise their roles before performing.
<b>Red elbow</b>	A simple game to practise and reinforce colours and body parts. When directed the students follow the instructions. For example, for 'Red elbow', the students put their elbow on something red.

<sup>133</sup> Sourced from Gibbons P (2002), *Scaffolding Language, Scaffolding Learning*, Heinemann, USA, p.147.

## Appendix 2: Glossary of strategies

<b>Repeated readings</b>	By re-reading familiar texts, students have the opportunity to develop confidence and fluency.
<b>Running dictation</b>	A team activity where the tutor puts a copy of a text up on the wall. The first team member runs over to the text, reads the first sentence and then dictates it to the team who write it down. When everyone has finished writing it, the second team member does the same. This is repeated until the complete text has been dictated.
<b>Sentence expansion</b>	An activity to make sentences more interesting that requires modelling and practise. For example, the sentence <i>The dog barked</i> can be expanded to <i>The small white dog barked loudly at the car.</i>
<b>Sentence reconstruction</b>	After cutting up a sentence into words, the student reconstructs the sentence. The student may need to match the words to a model of the sentence initially.
<b>Sequencing cards</b>	This involves sequencing jumbled text or picture cards into the correct order.
<b>Simon says</b>	A listening activity to follow verbal instructions. If the tutor says <i>Simon Says</i> (e.g. 'Simon says put your hands on your head'), the students need to follow the instructions. If the tutor doesn't say <i>Simon Says</i> (e.g. 'hands on knees'), the students need to ignore the instructions to continue to be in the game.
<b>Sketch to stretch</b> <sup>134</sup>	An activity which involves listening to and retelling a story. The tutor reads a story to the student and then directs him/her to divide a paper into three parts. In the first section the student draws or writes what happened at the beginning of the story, in the last section they draw what happened at the end of the story, and then in the middle section they draw what happened in between.
<b>Step by step demonstrations</b>	Stair steps can be used by the tutor to plan their instructions or demonstrations or by students to think about the steps that they need to take to reach a goal. <sup>135</sup>
<b>Storymap</b>	A pictorial outline of a story, similar to a flow chart with simple illustrations. The student listens to a story and draws linking pictures which map the events in the story. It can be used as a before writing or after reading activity and can be used to focus on the story's characters, setting, storyline and conclusion.
<b>Structured overviews</b> <sup>136</sup>	Frameworks which show the relationship between ideas within a topic. These are usually arranged hierarchically. They can be used to help students understand a text or build up a piece of writing.
<b>Summarising</b> <sup>137</sup>	The BBC skillwise fact sheet provides step by instructions and practise examples.

<sup>134</sup> Adapted from Bortolotto C et al. (1994), *Easy ESL Strategies for Effective Teaching*, Yarra Publications, Kew, pp. 14-15.

<sup>135</sup> An example is available at: <http://vels.vcaa.vic.edu.au/support/teaching.html>

<sup>136</sup> See example in section 9.

<sup>137</sup> BBC Skillwise, Summarising Fact Sheet, available at: <http://www.bbc.co.uk/skillswise/words/reading/summarising/factsheet.shtml>, accessed 16 April 2007.

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<b>Sunshine wheels</b> <sup>138</sup>	Used to brainstorm ideas. The main topic is written into the middle and the arms on the outside are used to record student responses.
<b>Talking books</b>	Are available from libraries on tapes and CDs. They can be used to support students who can listen to the text before or as they read it.
<b>Text reconstruction</b>	After cutting up a text into sentences or paragraphs, the student reconstructs the text by putting it into the correct order.
<b>The alibi game</b>	A pair of students work together to prepare an alibi for the evening. One of the pair presents it to a group. The partner waits away from the group and is later questioned by the group who try to pick up any inconsistencies.
<b>Three level guides</b> <sup>139</sup>	<p>After reading a text, the tutor prepares a number of statements or questions to help the students locate information, interpret what the author means, and apply the information. It consists of a series of statements divided into three levels:</p> <ul style="list-style-type: none"> <li>• level one (literal): the student reads the lines to work out what the writer says</li> <li>• level two (interpretative): the student reads between the lines and infers what the writer means</li> <li>• level three (applied): the student reads beyond the lines and relates the knowledge to other contexts.</li> </ul>
<b>Timelines</b>	Can be used to represent events and personal histories as well as characters' lives and events in texts.
<b>Turning instructions into recounts</b>	A focus on changes in the structure of the language, such as from present to past tense forms (e.g. 'turn around' changes to 'we turned around').
<b>Vanishing cloze</b>	The tutor writes a text and then erases one word at a time. The students read the text filling in the missing word. This process is continued until the text disappears altogether and the student is 'reading' from memory.
<b>Vanishing definitions</b>	See Disappearing definitions.
<b>Venn diagrams</b> <sup>140</sup>	Venn diagrams help make comparisons. Similarities are shown in the overlapping area and differences are shown in the areas that do not overlap.

<sup>138</sup> See example in Section 9.

<sup>139</sup> ESOL Online (nd), Teaching Strategies - Three Level Guides, available at: [http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/3levels/home\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/3levels/home_e.php), accessed 31 May 2007.

<sup>140</sup> An example is available at: <http://vels.vcaa.vic.edu.au/support/teaching.html>

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<b>What did you see?</b>	A group of objects or pictures is placed on a table in front of the students, and then covered. Students are asked to recall the objects in order and to see how many they can remember.
<b>Who/what am I?</b>	Students need to guess who or what the person is, using only yes/no questions.
<b>Word banks</b>	Used to store or display word cards this can be used for reading or writing activities or games.
<b>Word lists</b>	Examples include vocabulary lists, consonant or phonic (sound/symbol) groups. These can be built up and added to as students learn new words and can be displayed or stored.
<b>Writing frames<sup>141</sup></b>	Contain some structure words appropriate to the text types. They help students to gather and organise their thoughts, and provide a framework for recording them so they can concentrate on what they want to say. It is important to model how to use a writing frame, and then do a shared writing activity using it, and then use it for an independent writing activity.
<b>Yes or No Game</b>	See Inquiry and elimination.

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<sup>141</sup> Examples can be found at: <http://www.warwick.ac.uk/staff/D.J.Wray/Ideas/frames.html>, accessed 19 May 2007.

# **Appendix 3: Sample code of conduct<sup>142</sup>**

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## **Student rights and responsibilities**

It is important for everyone to respect each other – students and tutors. The learning support program is to help students with their homework and other schoolwork and to provide a quiet space for students to work. To help everyone it is important that we all think about the following rights and responsibilities:

### **Student rights**

- To learn in a safe environment
- To be treated with respect
- To obtain appropriate support from a tutor
- To have a quiet and safe place to study

### **Student responsibilities**

- Inform the coordinator when you arrive at and leave the program
- Concentrate on your work
- Work quietly which allows others to do their work
- Treat others with respect
- Be friendly and welcoming to others
- Recognise that tutors do their best to support everyone but there may be times when you will need to wait patiently
- Take care of the program resources and equipment

**I, \_\_\_\_\_ accept this Code of Conduct and agree to do my best to follow my Student Responsibilities.**

**Students are expected to follow this Code of Conduct when attending the program.**

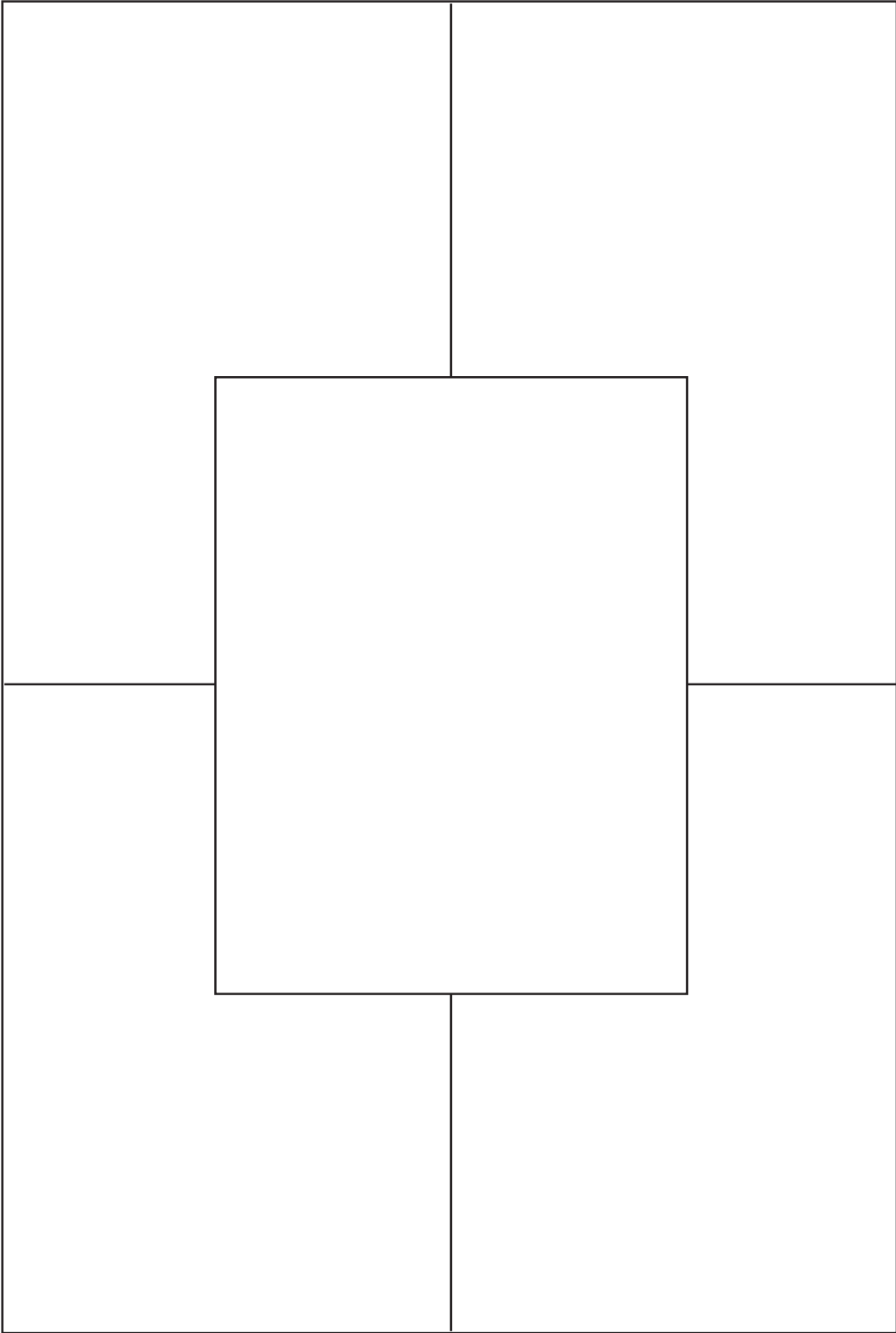
**Important: This Code of Conduct will be reviewed regularly with the group and new students need to be inducted to it.**

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<sup>142</sup> Adapted from: Chandra-Shekeran K, The Homework Support Manual (unpublished).



# Appendix 4: Sample placemat





# Appendix 5: Planning a tutoring session

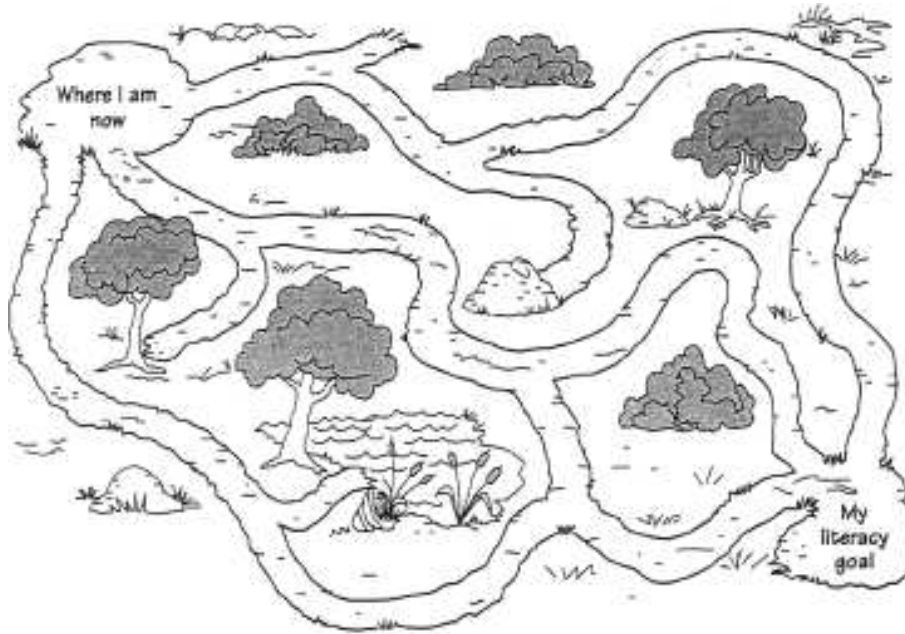
The following two pages effectively represent the process of session planning. It is not a complicated task when explained this way.<sup>143</sup>

## Putting it all together: Lesson planning

### General principles for planning lessons

There are five general principles to keep in mind as you plan your lessons:

1. Lessons should revolve around the learner's goals.



*A learner can travel many different pathways to reach personal goals. Lesson planning involves working with the learner to identify which path works best and what steps need to be taken. A lesson plan is not carved in stone; it is a guide. Tutors need to remain flexible enough to change paths if the learner's needs change or if the tutor finds something that works better. Be willing to take some side trips when special needs arise.*

<sup>143</sup> Source: Teaching Adults: A Literacy Resource Book, ProLiteracy America, New Readers Press, New York, cited in: Earp K & Smith M (2006), *Volunteer Tutor Program, Adult Multicultural Education Services*, Melbourne, Session 4.

## Appendix 5: Planning a tutoring session

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2. Lessons should be built on each other.

*Build on what the learner already knows when introducing new material.  
Move from the simple to the more complex.*

3. Each lesson should include time for review and reinforcement.

*When you introduce a new concept, plan time in the next lesson to review and reinforce the learning with a variety of activities, such as games, puzzles, flash cards, computer software and kinaesthetic/tactile activities.*

4. Each lesson should integrate all four communication tools.

*The learner should use listening, speaking, reading and writing in every lesson.*

5. The learner should learn something new in each lesson.

*Learners need to feel that they are making progress and constantly building on what they know.*

### The planning process

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Planning is dynamic. It involves preparing the session, doing the lesson with the learner and evaluating the results. It is not a linear process; rather, it is a series of connected loops, as one lesson leads into another, building on previous material and preparing for lessons to come.



### The ten Rs of home tutoring

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**RELAX ...**

this is essentially an informal approach to the teaching and learning of English.

**RESOLVE ...**

to spend time and thought on preparation and planning.

**REALISE ...**

that your lessons could be your student's main occasion for learning and practising English.

**REFRAIN ...**

from trying to go too quickly.  
Don't try to teach too much too soon.

**RESTRICT ...**

your use of vocabulary and complex sentence construction.

**REVIEW ...**

Go back and check original goals.  
Have they changed?

**REPEAT...**

and repeat ... and repeat ...  
and repeat ... and repeat ...

**REVISE ...**

constantly. Never teach anything and then just leave it.

**RECORD ...**

what your student learns at each lesson.

**REPORT ...**

regularly to your coordinator of volunteers.

*and just one more*

**RECYCLE ...**

keep your resources in a folio so that they can be used again.

### Features of a good tutoring session

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A general format for a good tutoring session is:

1. Small talk
2. Simple revision exercise
3. Introduce new language and context for it (modelling)
4. Activities to practise the new language
5. Check for understanding
6. Recap activity which consolidates learning

During the session the tutor should think about the following skills:

#### **Instruction**

The success of your learning activities will depend on whether or not you have devised the right ones and can give clear instruction to the learner on what is required of them. For low level learners this will usually be by modelling but can also be with understanding of key words and phrases such as: *listen, say, read, write, match, circle, copy, put in order, fill the gap.*

#### **Checking for understanding**

The answer to the question 'Do you understand?' is invariably 'Yes', even if your student has no idea. A better test is to ask open questions that begin with *What? When? Where? Who? How many?*

Teach the meaning of these words early on. For higher level students ask them to use a new word in context, explain something in their own words or repeat back to you what they heard.

Use pictures and concrete objects as much as possible for low level learners to set the context.

#### **Modelling**

An important part of learning is to see or hear something modelled correctly first. This is very important with language. You can't expect your student to produce language if they have never heard it clearly before in context and you can't expect them to write something if they have never read it before. For low level learners, the spoken modelling should be done very slowly. At this stage you should also give them the opportunity to observe any features of pronunciation that may be unfamiliar to them (e.g. watch your mouth move as you produce the word 'so').

For higher level students, listening may involve a whole passage of text and you can elicit from them parts of the text they are not familiar with.

### Feedback

Get in the habit of commenting on your student's efforts in a constructive way. This is very important for building the relationship and your learner's confidence. Any attempt should be acknowledged and every achievement, no matter how small, should be praised. For low level learners, teach the words *good, very good, excellent*.

Remember, a lot of feedback comes via body language and facial expressions so try to keep them positive!

### Activities

A simple but golden rule is the KIS principle – Keep It Simple! Devise activities that just involve one skill and one step at a time. The more complex the activity, the less likely it is that your learner will succeed. The key is to break down the language task you are working on to its simplest elements and start there.

You can then build on this in following sessions/activities. For example, don't ask your learner to listen, read and write something all in the one activity. Split it up into three separate activities, each time recycling the language with a focus on a different skill. Your trainer will help you to do this when you devise a session plan. You can also learn a lot about how to do this by looking at a range of published texts and websites with language learning activities. Look at the activity ideas and use them with different language learning tasks.



## Appendix 6: Useful resources

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This list provides a useful starting point but is by no means comprehensive. Many items that you encounter in everyday life can be utilised.

The following resources were recommended by OSHLSPs:

- Textbooks, dictionaries, atlases
- ESL materials, including photocopied worksheets from ESL sources in English, maths and related topics
- Puzzles and colour-in sheets
- Games, such as puzzles, board games, card games (e.g. UNO, chess)
- Trays of pencils, coloured pencils, textas, rubbers, rulers, sharpeners, paper and exercise books
- Books for reading and storytelling, including picture books, 'school readers', early reading, ESL books, novels, ABC and number books as well as non-fiction books<sup>144</sup>

The following resources are recommended for home tutors working with adults:

- Newspapers for pictures, stories, weather, TV guide, job advertisements
- Junk mail
- Melways
- Telephone directories
- Local Council material
- Travel brochures
- Magazines, calendars, diaries
- Street and road signs, maps, timetables, charts, graphs
- Instructions (e.g. ATM, Met tickets, coke machine, public phone, fire extinguisher)
- What's On in Melbourne
- Videos and snippets from TV (e.g. weather, ads, scenes from shows)
- Labels – medicine, clothes, food
- Recipes
- Ads, special offers, agreements, warranties
- Forms
- Store guides and catalogues
- Bills
- Receipts

Many of these will also be useful for school-aged students.

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<sup>144</sup> REPP (2006), Draft Case Studies of Out-of-School Hours Learning Support Programs for School-aged Students from Refugee Backgrounds (unpublished), pp. 12–13 & 26.

Other suggestions include:

- Puppets
- Photos
- Real objects
- Blocks, counters, rods, shapes
- Art materials
- Clocks and watches
- Timetables, maps
- Money or play money
- Models (e.g. animals, transport, people)<sup>145</sup>
- Digital cameras

There are many computer resources available. These include information for assignments and projects as well as activities. The following resources provide a starting point:<sup>146</sup>

- The tutor resource section of the SAIL website:  
<http://home.vicnet.net.au/~sail/tutor.htm>
- ASK section of English Online:  
[http://english.unitechnology.ac.nz/ask/ask/view\\_answer.php?question=244](http://english.unitechnology.ac.nz/ask/ask/view_answer.php?question=244)
- Vocabulary exercises for independent students at the 1000 word level on ESOL Online:  
[http://www.tki.org.nz/r/esol/esolonline/classroom/vocabulary/1000\\_words\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/vocabulary/1000_words_e.php)
- Electronic storybooks:  
<http://www.learningmedia.co.nz/nz/online/ednow/ednow4/view>  
and [http://www.tki.org.nz/r/esol/esolonline/students/readers\\_sec\\_e.php](http://www.tki.org.nz/r/esol/esolonline/students/readers_sec_e.php)
- A comprehensive list of recommended websites for primary and secondary ESOL students: <http://www.tki.org.nz/r/esol/esolonline/students/>
- Racism No Way website: <http://www.racismnoway.com.au/index.html>
- The Victorian Essential Learning Standards Teaching and Learning Resources:  
<http://vels.vcaa.vic.edu.au/support/teaching.html>
- BBC Skillswise:  
<http://www.bbc.co.uk/skillswise/words/reading/techniques/scanning/index.shtml>
- The Refugee Handbook (contains good suggestions for self-accessed materials): [http://www.minedu.govt.nz/web/downloadable/dl8357\\_v1/refugee-part3-38262.pdf](http://www.minedu.govt.nz/web/downloadable/dl8357_v1/refugee-part3-38262.pdf)

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<sup>145</sup> Ontario Education, *Many Roots, Many Voices*, pp. 10–12, available at:

<http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf>, accessed 14 November, 2006.

<sup>146</sup> All sites listed were accessed 5 March 2007





## Appendix 7: Common text types encountered in school-based learning

Text type	Purpose	Language structure	Language features	Examples
<b>Description</b>	To describe or picture a person, place or thing	An introduction to the person, place or thing  Details (e.g. appearance, function, behaviour)	Nouns/names  Present or past tense verbs of action or relations (e.g. is, has)  Describing words  Comparisons	<b>English</b> A description of a character in a book  <b>Science</b> A description of the properties of plastic  <b>History</b> A description of Australia prior to European settlement
<b>Narrative</b>	To entertain and inform	Orientation Initiating event Complication/s Resolution/s Moral (optional)	Nouns/names  Present or past tense verbs of action, thoughts and relations (e.g. is, has)  Linking words to do with time (e.g. first, then)  Descriptive language  Written in the first person (i.e. from the writer's perspective) or in the third person from another person's perspective	<b>English</b> Story Poem Folk or fairy tale Legend Play Imaginary recounts
<b>Recount</b>	To retell a sequence of events in chronological order	Orientation  Chronological sequence of events  Re-orientation (optional)  Comment or evaluation (optional)	Nouns/names  Past tense verbs of action  Linking words to do with time (e.g. first, then)  Written in the first person (i.e. from the writer's perspective) or in the third person from another person's perspective	<b>History</b> The diary of a famous explorer  <b>English</b> Follow up from a special event Personal diary

## Appendix 7: Common text types encountered in school-based learning

Text type	Purpose	Language structure	Language features	Examples
<b>Instructions</b>	To describe, in sequence, the steps involved in doing something	Goal or aim Materials Method/steps Evaluation (optional)	Imperatives (e.g. draw line, heat the water)  Linking words to do with time (e.g. first, then, after, until, as soon as)  Omission of person	<b>Science</b> Experiments <b>Health</b> Recipes <b>ICT</b> Instructions on how to use a program <b>Physical education</b> Instructions for playing a game
<b>Report</b>	To classify or describe factual information about things or events	General classification Factual information Summary (optional)	Generalised participants (e.g. volcanoes)  Third person (e.g. it, he, she)  Impersonal and economical language  Timeless present tense  Subject-specific vocabulary  Organised information	<b>Science</b> A report on volcanoes <b>Health</b> A report on the effect of diet on heart disease
<b>Explanation</b>	To explain how or why things happen	Definition of a phenomenon Sequenced explanation Components How or why it operates Special features Evaluation	Generalised participants (e.g. clouds)  Causal connections linking cause and effect  Linking words to do with time  Passive voice (e.g. 'is caused by')  Timeless present tense (e.g. 'clouds form')	<b>Science</b> An explanation of the water cycle <b>Health</b> An explanation of how the cardiovascular system works

## Appendix 7: Common text types encountered in school-based learning

Text type	Purpose	Language structure	Language features	Examples
<b>Discussion</b>	To discuss both sides of an argument and develop a case for the writer's view	Thesis Arguments for and against Reiteration	Focuses on groups of people or things  Present or past tense verbs of action, thoughts and relations (e.g. is, has)  Causal connections linking cause and effect  Linking words to do with time	<b>Science</b> A discussion of whether the benefits of space exploration outweigh the disadvantages  <b>History</b> A discussion of the cause of the Eureka stockade  <b>English</b> A response to an issue
<b>Persuasive writing</b>	To present a logical argument from a particular point of view	Thesis Argument/s – point – elaboration Conclusion	Mental verbs (e.g. like, believe, think)  Temporal conjunctions  Causal conjunctions  Modality (e.g. should, could, might)	<b>English</b> A letter to the editor arguing for improved public transport

