

# Using Text Types to support students in homework clubs

Spoken and written communication is facilitated through a range of different text types. Different text types serve different purposes and have a known structure and specific language features that can be learnt. Tutors can support students more effectively if they are conversant with the range of text types that are being practiced across the curriculum. Spend time exploring for yourself and with your student the range of text types used in primary and secondary schooling as detailed below. Watch the 'Tips for Tutors' films on Writing and Reading and read 'A Guide to Using the Tutor Tips Films' for further ideas around how to use text types in a homework club context.

TEXT TYPE	PURPOSE	LANGUAGE STRUCTURE	LANGUAGE FEATURES	EXAMPLES
Description	To describe or picture a person, place or thing	<ul style="list-style-type: none"><li>An introduction to the person, place or thing</li><li>Details (e.g. appearance, function, behaviour)</li></ul>	<ul style="list-style-type: none"><li>Nouns/names</li><li>Present or past tense verbs of action or relations (e.g. is, has)</li><li>Describing words</li><li>Comparisons</li></ul>	English : Description of character in book Science: Description of the properties of plastic History: Description of Australia prior to European settlement
Narrative	To entertain and inform	<ul style="list-style-type: none"><li>Orientation</li><li>Initiating event</li><li>Complication/s</li><li>Resolution/s</li><li>Moral (optional)</li></ul>	<ul style="list-style-type: none"><li>Nouns/names</li><li>Present or past tense verbs of action, thoughts and relations (e.g. is, has)</li><li>Linking words to do with time (e.g. first, then)</li><li>Descriptive language</li><li>Written in the first person (i.e. from the writer's perspective) or in the third person from another person's perspective</li></ul>	English: <ul style="list-style-type: none"><li>Story</li><li>Poem</li><li>Folk or fairy tale</li><li>Legend</li><li>Play</li><li>Imaginary recounts</li></ul>
Recount	To retell a sequence of events in chronological order	<ul style="list-style-type: none"><li>Orientation</li><li>Chronological sequence of events</li><li>Re-orientation (optional)</li><li>Comment or evaluation (optional)</li></ul>	<ul style="list-style-type: none"><li>Nouns/names</li><li>Past tense verbs of action</li><li>Linking words to do with time (e.g. first, then)</li><li>Written in the first person or in the third person</li></ul>	English: Follow up from a special event or personal diary History: Diary of a famous explorer

Instructions/ Procedure	To describe, in sequence, the steps involved in doing something	<ul style="list-style-type: none"> <li>• Goal or aim</li> <li>• Materials</li> <li>• Method/steps</li> <li>• Evaluation (optional)</li> </ul>	<ul style="list-style-type: none"> <li>• Imperatives (e.g. draw line, heat the water)</li> <li>• Linking words to do with time (e.g. first, then, after, until, as soon as)</li> <li>• Omission of person</li> </ul>	<p>Science: Experiments, Health, Recipes</p> <p>ICT: Instructions on how to use a programme</p> <p>Physical education: Instructions for playing a game</p>
Information Report	To classify or describe factual information about things or events	<ul style="list-style-type: none"> <li>• General classification</li> <li>• Factual information</li> <li>• Summary (optional)</li> </ul>	<ul style="list-style-type: none"> <li>• Generalised participants (e.g. volcanoes)</li> <li>• Third person (e.g. it, he, she)</li> <li>• Impersonal and economical language</li> <li>• Timeless present tense</li> <li>• Subject-specific vocabulary</li> <li>• Organised information</li> </ul>	<p>Science: Report on volcanoes</p> <p>Health: Report on the effect of diet on heart disease</p>
Explanation	To explain how or why things happen	<ul style="list-style-type: none"> <li>• Definition of a phenomenon</li> <li>• Sequenced explanation</li> <li>• Components</li> <li>• How or why it operates</li> <li>• Special features</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Generalised participants (e.g. clouds)</li> <li>• Causal connections linking cause and effect</li> <li>• Linking words to do with time</li> <li>• Passive voice (e.g. 'is caused by')</li> <li>• Timeless present tense (e.g. 'clouds form')</li> </ul>	<p>Science: Explanation of the water cycle</p> <p>Health: Explanation of how cardiovascular system works</p>
Discussion	To discuss both sides of an argument and develop a case for the writer's view	<ul style="list-style-type: none"> <li>• Thesis</li> <li>• Arguments for and against</li> <li>• Reiteration</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses on groups of people or things</li> <li>• Present or past tense verbs of action, thoughts and relations (e.g. is, has)</li> <li>• Causal connections linking cause and effect</li> <li>• Linking words to do with time</li> </ul>	<p>English: Response to an issue</p> <p>History: Discussion of the cause of the Eureka stockade</p> <p>Science: Discussion of the benefits &amp; disadvantages of space exploration</p>
Persuasive writing / Exposition	To present a logical argument from a particular point of view	<ul style="list-style-type: none"> <li>• Thesis</li> <li>• Argument/s</li> <li>• point</li> <li>• elaboration</li> <li>• Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Mental verbs (e.g. like, believe, think)</li> <li>• Temporal conjunctions</li> <li>• Causal conjunctions (eg therefore)</li> <li>• Modality (e.g. should, could, might)</li> </ul>	English: Letter to editor arguing for improved public transport